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ABSTRACT

This guide presents a 9-hour, 3-day curriculum for training family day care providers in techniques that will encourage equity and discourage sex-role stereotyping in very young children. The curriculum is suitable for the variety of settings in which day care providers seek additional professional education. Chapters in the manual are as follows: (1) Introduction (offering background and information about the curriculum); (2) Evaluation Data; (3) How To Use This Manual (concerning the process of planning the training program, notes to the training facilitators, and training session formats); (4) Session I: Looking at Attitudes about Male and Female; (5) Session II: Sex-Role Socialization; (6) Session III: The Nonsexist Family Day Care Home; (7) Follow-Up to Training (concerning home visits, support group meetings and meetings with parents, as well as conferences, articles, and journals); and (8) Resources (evaluation tools, reprints and relevant sources, additional resources, a bibliography of nonsexist children's books, examples of toys). The manual also contains numerous illustrations and handouts. (SAK)

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CREATING SEX-FAIR FAMILY DAY CARE

A Guide for Trainers

CHOICE
(Concern for Health Options: Information, Care & Education)

Philadelphia, Pennsylvania

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Creating Sex-Fair Family Day Care

A Guide for Trainers

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Project Director
Bonnie Raines

CHOICE
(Concern for Health Options: Information, Care, and Education)
Philadelphia, Pennsylvania

Office of Educational Research and Improvement
U.S. Department of Education
Lamar Alexander, Secretary

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Before we trained providers we developed the workshops to train the trainers. The trainers/advisors who made the follow-up possible were Linda Carpenter of the Frankford YWCA, Mary Ellen Dykhouse of the Parent-Infant Center, and Carmen Santiago of Congreso. Susan Thompson, training coordinator at CHOICE, planned and conducted the staff training.

Bonnie Raines, project coordinator of Career and Child Care Choices, was the principal author, and Sandy Gellert prepared resources and reviewed the manual. Bonnie Raines, Sandy Gellert, and Linda Carpenter conducted the training series.

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Chapter 1

Introduction

Let's begin with a peek inside a family day care home where children are children and feeling good about themselves. The providers are concentrating on each child's everyday experiences. The complex tomorrows will come soon enough. The providers know they can work with their families to change attitudes about males and females and create a more healthy and realistic worldview. They have helped to build on the desire of all parents to see that their beloved child is not limited—"to make life better for my kids than it's been for me." And the providers have earned the trust of the parents.

What do we see? Not a lot of special equipment or a provider with a degree in child psychology. Primarily what we see is an awareness, an attitude of openness and flexibility.

Let's move closer and look at the children at outdoor time. Here is an account by someone observing children engaged in outdoor play: "We were immediately struck by the quality of the girls' activities. Too often girls have learned that it is considered unseemly to use their physical selves with abandon. Girls think they must be careful of their clothes and appearance. These girls were vigorous, not houseplay oriented; they climbed, shouted, and were thoroughly adventurous. When we discussed our observations with their caregiver, she told us it hadn't always been that way. She said she had made herself a role model, often running and playing ball and always encouraging this kind of play."

You might also see that timid boys need as much help to achieve full use of the outdoors as girls do. It is important to remember that during outdoor time, as in all other areas of play and learning, the goal is to have both boys and girls participate as fully as possible.

This training program addresses all the areas of a family day care home environment and how to ensure the most equal, challenging, and nurturing activities for all children.

Background

Sex-role stereotyping begins in infancy. Research shows that many of the so-called innate differences between males and females are the result of adult interaction with young children. Because of this fact, it is important to help adults who work with very young children encourage equity and discourage sex-role stereotyping. We know that biological, psychological, and intellectual differences are minimal during early childhood. Nevertheless, in our society we tend to socialize children in ways that serve to emphasize gender-based differences.

Increasingly, family day care providers are significant adults in the lives of infants, toddlers, and preschoolers. Ninety percent of the infants in child care in the United States are in family daycare homes; however, very few programs or materials exist to help promote a nonsexist environment in the family day care setting.

Available statistics on family day care providers indicate that they generally live in the same neighborhood as the children they care for; come from the same racial, ethnic, and social background; and share the same values as "their" children's parents. This means that without intervention, providers are likely to perpetuate the same sex-role stereotyping as the children's parents do. But if these providers learn to change the way they instinctively treat boy babies as macho and girl babies as sweet, they can have a profound impact on the children's future development. Moreover, because they are of the same social background as the children's parents, these providers may even be able to influence the parents' behaviors toward their children.

A curriculum to teach family day care providers to promote sex equity and overcome sex-role stereotyping is a new concept. Indeed, because family day care providers have been perceived as little more than baby-sitters, isolated in their homes, their work unregulated, such a curriculum would heretofore have been impractical. Little opportunity for training or further education was available to them.

This perception is changing. Family day care is being recognized as crucial to overcoming the day care shortage, and the importance of training family day care providers has been acknowledged. Model programs are emerging to train and support new providers as part of a generalized movement to professionalize family day care. The impetus for this change has come from both the government and the providers themselves. Increasingly, providers are forming support networks and joining professional associations; many are seeking further education and earning credentials.

If you have participated in these new efforts to provide training for family day care providers, you are aware that the subject of sex-role stereotyping is not usually included as a major agenda item. In most cases, training programs for family day care providers do not allot time or resources to examine the topic of sex-role learning in much depth. Failure to do so results in perpetuating the attitudes and behaviors that maximize gender differences. Research in child development and developmental psychology presents an alarming picture of the implications of maintaining the status quo.

If you have supervised family day care providers, you have observed many interactions that revealed sex-role stereotyping. There is a critical need to work with providers on the subject of nonsexist early childhood environments. Day care trainers who undertake the challenge of providing in-service on the issue of sex-role stereotyping are to be congratulated. Making the effort to change attitudes and behaviors that are so deeply ingrained is to take seriously the responsibility for equity in the care and education of young children.

About This Curriculum

The curriculum in this manual has been field-tested as part of a comprehensive child care training program designed for family day care providers in the city of Philadelphia. Using the model training program "Career and Child Care Choices" as the laboratory, strategies were developed to help providers from a broad range of ethnic backgrounds learn to communicate nonsexist values to the infants, toddlers, and preschoolers they care for.

To develop and refine this curriculum, the training department of Concern for Health Options: Information, Care, and Education (CHOICE) has modified a training model that has been very successful in helping adults understand their own attitudes about sensitive topics and work toward change. Project staff cataloged prevailing attitudes in the neighborhoods in which they work, identified specific barriers to developing a nonsexist environment, and designed strategies to overcome them. The curriculum contained in this manual has emerged from these strategies.

CHOICE staff are a diverse and skilled group, experienced in working with family day care in dealing with the issue of gender roles. Staff for this project included the project coordinator, the training specialist, and three traveling advisors who worked with providers in their homes. The senior trainer at CHOICE worked with project staff to help them integrate

Young children need to see women and men in all kinds of work roles.

the model through practice and role play. Having gone through the process themselves, staff were able to develop exercises to help trainees identify their own attitudes and understand the effect their attitudes may have on children.

The project staff reviewed many equity training programs designed for use with educators and parents. Much of the research was useful in a general way, but family day care settings are different enough from a classroom or a family unit to require special treatment. The vast potential for family day care providers to change the way children understand sex roles underscored the importance of developing a training program that would be effective.

Fulfilling people's dreams of equality is the natural place to open the issue of sex-role stereotyping. It is an American ideal to offer opportunities to expand and to change, not to limit, exclude, or conform. If this is what we want for all citizens, we must protect our children's rights to these opportunities. This concept formed the basis for all activities in the training program.

To be effective, this training curriculum should be presented within the following guidelines:

1. The curriculum content should be given equal weight with other topics in a family day care training curriculum, such as child development and program planning.
2. The training should focus on dispelling dysfunctional images and reinforcing positive value systems.
3. The training should present the relationship between gender and the child's personality development.
4. The skills taught should be used by all project staff at every level of adult-adult and adult-child interaction.

This manual will detail specific steps in training caregivers to work toward developing nonsexist programs for young children. By eliminating sex-role stereotyping in child care settings, providers will promote the following goals:

- to present men and women in a nurturing role so that children understand parenting as a shared responsibility
- to show women and men performing a wide variety of jobs so that children understand that people are free to choose their work from an enormous range of options unhampered by sex-role stereotyping
- to encourage girls as well as boys to engage in active play and to encourage boys as well as girls to enjoy quiet play
- to help girls and boys respect each other so that they can be friends throughout childhood and into adulthood
- to encourage boys and girls to develop and be able to express a full range of emotions
- to encourage the full physical development of all children
- to present a wider and more exciting view of the world to children
- to present a more open view of the family

The training program is presented in three sessions:

Session I: Looking at Attitudes about Male and Female. Assessment of self-concept and socially derived stereotypes that impede equitable caregiving, and assessment of changes as a result of training.

Session II: Sex-Role Socialization. Presentation of knowledge that aids in removing impediments to equitable caregiving.

Boys and girls benefit from engaging in nurturing activities.

Session III: The Nonsexist Family Day Care Home. Presentation of skills and techniques that enhance effective caregiving.

Throughout the training sessions, the curriculum works on two levels. First is identifying and dealing with attitudes and behaviors in adults that reflect their particular culture and that affect sex-role stereotyping; second is developing themes and concrete activities for children that will include children of both genders and work toward overcoming stereotypes.

The curriculum has been designed for the following framework:

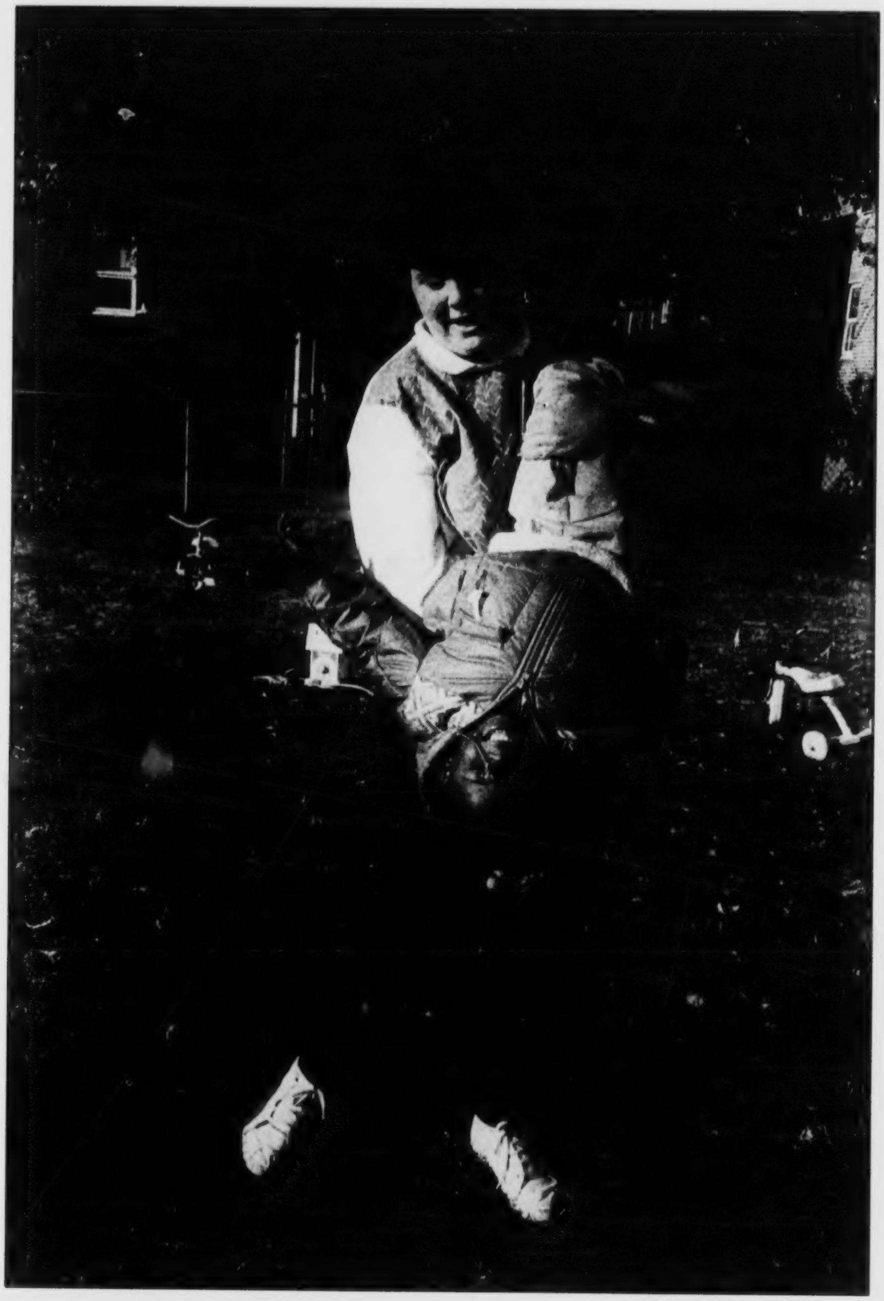
Length. There is nine hours of content, covering no more than three hours at a time.

Content. Three general areas of material are presented in a progressive sequence.

Number of Participants. There should be no fewer than fifteen and no more than thirty persons.

Format. Each session has a balance of activities and materials that have proven successful with adult learners from diverse backgrounds, and each session provides opportunities for interaction that are practical and are based in the realities of adult experience.

The training models include five learning methods that are useful in family day care training: audiovisual aids, lecturettes, discussions, exercises, and home assignments. The manual was field-tested with groups of women in three very different Philadelphia neighborhoods, and its effect on diverse training groups was observed and evaluated. It was used successfully with both experienced caregivers and novices. Hence the curriculum should work well with many different target groups.



Girl enjoying outdoor roughhouse play.

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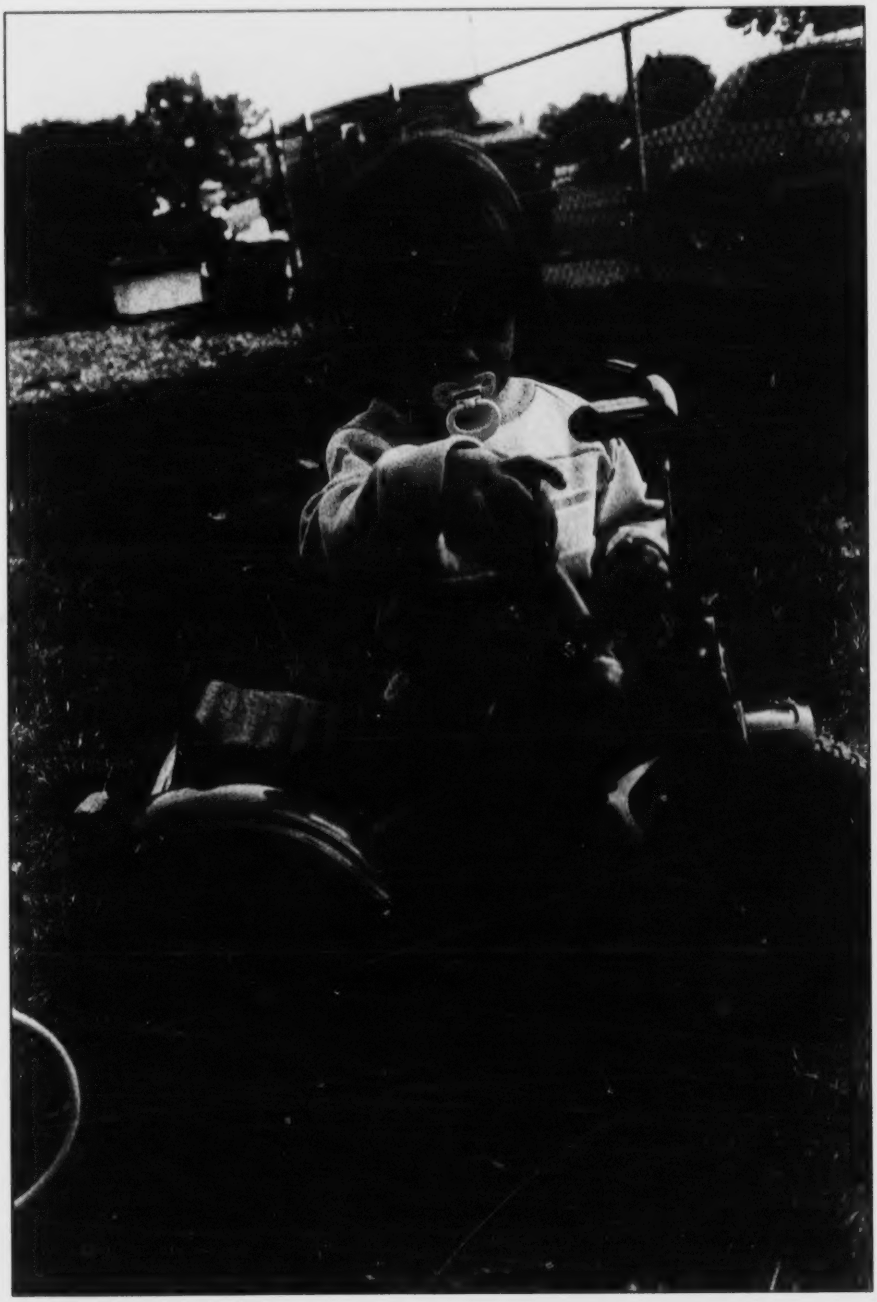

Active outdoor play to try out all kinds of activities.

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Chapter 2

Evaluation Data

A training project as multifaceted as this one had several objectives related to the goal of promoting sex equity and discouraging sex-role stereotyping in family day care. The six objectives to be measured included the following:

1. Utilization and appropriateness of the curriculum for the home day care provider
2. Provision of support to the home day care providers by the traveling advisors
3. Evidence of nonsexist environments in the homes of the day care providers
4. Examination of any changes in attitudes of the home day care providers associated with gender roles and sex stereotyping
5. Observation of any effect on the children's play activities
6. Exploration of the attitudes of the children's parents associated with sex equity

The level of funding and time available for evaluation made it necessary to narrow the focus and evaluate only the first four objectives during this phase. The effect of the providers' attitudes and interactions with the children and their parents will be evaluated during the next phase of the project.

To measure the objectives, several evaluation tools were utilized, including a short survey completed by the providers before and after training, an observation form of the home day care providers completed by the traveling advisors, and a focus group with the providers. A copy of these evaluation tools are included in chapter 8.

Three 2-day training sessions were held for the home day care providers. A total of thirty-five providers completed both days, indicating a high level of commitment. Only one provider did not return for the second training session, held the following week. The day care providers who participated in the training were a diverse group representing women of all races; about half had more than a high school education; 77 percent were married; and most were between thirty and thirty-nine years of age.

All of the home day care providers completed the short survey prior to the training. Their current attitudes, knowledge, and behaviors related to sex-role stereotyping were surveyed. Providers were asked to identify eight household activities (i.e., cooking meals, grocery shopping, housecleaning, changing baby diapers, staying home with sick children, taking children to the doctor, picking up children at day care, and using birth control devices) as being the responsibility of the male, the female, or either/both. While half the day care providers felt these responsibilities should be shared, the others felt most of these activities were the woman's responsibility. Taking care of sick children and housecleaning were most frequently seen as the woman's responsibility.

Knowledge of male-female roles and behaviors was scattered. Only one person got all nine of the true/false items correct; fifteen got 75 to 99 percent correct; fifteen got 50 to 74 percent correct; and the remaining four got less than half correct. Items missed most included the following: girls are more "social" than boys; boys learn to be more aggressive; sex roles become less defined as children grow older; and boys begin to learn to be more independent than girls after one year.

Knowledge of stereotyping in books, television, and play activities was poorer, with eighteen of the respondents getting less than half of the seven true/false items correct and fifteen getting 50 to 74 percent correct. The items missed most frequently included the following: preschoolers spend more time watching TV than any other single activity; commercial TV shows an equal number of male and female characters; in children's books males are active while females are inactive; and "Sesame Street" has more male characters than female characters.

Almost all the providers could identify three play activities that both boys and girls like to do.

Observing children's play activities in the family day care home is a way to evaluate the training.

At the close of the two-day workshop, the home day care providers completed an evaluation of the training. More than 75 percent felt that the trainers were very knowledgeable, skillful in leading the group, prepared, open to group concerns, able to get the subject across, and met the time goals. The facilities, materials, and length of workshop were rated very high by about half the participants. In terms of having opportunities to explore their own beliefs, sex-role behaviors, and attitudes, about one-third felt they had definitely had this opportunity.

Following the training sessions, the traveling advisors kept records of their visits to the homes of the day care providers. The value of these visits was explored in the focus group of providers, who found these weekly visits very helpful, a "lifesaver." Only one person preferred not to be visited by the traveling advisor. These visits provided an opportunity to explore new ideas, to share experiences, and to lend support.

Both the attitudes of the home day care providers and their home environment were assessed by observation conducted by the traveling advisors and at the focus group. Almost all day care homes used nonsexist play activities, and the children were encouraged by the providers to try different activities. During the focus group held with four providers, participants stated that it was easier to make changes toward a nonsexist environment in home care than in their own families. In several families, however, the providers' own children became involved and criticized sexist language or expressions (e.g., fighting "like a girl"). In fact, one of the provider's suggestions was to include the providers' children in the workshop as well.

A field trip to a printing press operation owned and run by women.

Preliminary feedback from the focus group indicated that a few of the parents have commented on changes in their children's play activities at the day care home. Providers felt that talking with the parents about sex roles was a gradual process. Finding the time to have these discussions was difficult. One provider posted nonsexist play activities for parents on the door.

In summary, the evaluation completed in this first phase of the project indicates that the training was useful. Support by the traveling advisors was found to be extremely valuable and appreciated. Changes in the providers' own attitudes and ensuing nonsexist play activities were observed by the traveling advisors and by some of the children's parents as well. Additional data collected as the project continues will provide more information on these changes over time.

Chapter 3

How to Use This Manual

Planning the Training Program

Prior to planning your program from this training manual, determine the context for the training.

> Will the sex-role stereotyping topic be part of a comprehensive training package, covering all content areas, from child development to nutrition?
>
> Will it be an add-on to training that is already in progress?
>
> Will it be scheduled as in-service training for providers who are already engaged in family day care?

This manual provides specific suggestions for all three of these options; however, field tests indicate that the training will be most effective if it is part of a comprehensive training effort for new family day care providers. An example of a comprehensive training schedule is found in the section of this chapter entitled "Training Session Formats."

Review the whole manual to familiarize yourself with the content and the format, and determine which sections will be most useful to you. For each activity, note what materials are needed and the preparation time required. The choice of resources and background reading will be based on what you know about the group who will participate in the training. If possible, familiarize yourself with the learning level at which most of the group members operate.

Identifying good trainers is crucial to the success of the program. This curriculum was field-tested using a training team. The team approach worked well because the trainers had styles and experiences that were complementary and could accommodate to controversial subject matter.

When planning the first session, be sure to consider how well the participants will know one another. If participants do not know one another and have not interacted before in a group format, a warm-up or get-acquainted time must be part of the first session. The importance of the warm-up cannot be emphasized strongly enough.

This manual is designed to provide guidance for the whole range of training to combat sex-role stereotyping in family day care, from the rationale to the follow-up activities. For each training exercise and activity, the content area that proved most effective in the field testing is recommended. In some cases, alternatives or supplementary materials are suggested.

Notes to the Training Facilitators

Sex-role stereotyping is a difficult content area to include in family day care training. It is laden with issues involving culture, conscious and unconscious values, and personal history. Because the skills taught in this curriculum have an impact on personal values, it is important that the training be guided by someone who understands the challenge of personal insight and change.

Facilitators should have a strong knowledge base in several areas, including the current research and literature in the field of child development, the particular problems facing working parents, human development and family interactions, and adult learning styles. Facilitators should always see themselves as learners. The experience of conducting training sessions provides them with opportunities to increase their knowledge, skills, and competence.

Facilitators must be aware of and guard against exhibiting an attitude of superiority. This was an important lesson learned by the team doing the sex-role stereotyping training. A preachy approach will turn a group off or against you. (The time spent initially getting to the place of shared struggle with the subject matter, and the assurance that not all learning has to take place in three sessions, will be instrumental in opening up discussion. It is important to state that we are all ultimately responsible for our own beliefs and behaviors.)

The purpose of this section is to discuss some useful leadership skills and techniques, present a few problems and pitfalls likely to be encountered, and provide some additional resources and references that may be helpful.

Primarily, it is important for the training facilitators to examine their own skills, attitudes, and beliefs carefully. That can be done by answering the following questions:

> What are your motives for leading a group on sexism?
>
> What are your attitudes and beliefs about sexism?
>
> What are your goals for this group? These must be clear!
>
> Do you believe in and respect the uniqueness of each participant, and trust that everyone has something to contribute to the group?
>
> Are you positive in your approach to the group members—will they perceive that you are for them?
>
> Do you feel secure enough about yourself so you can truly listen to others and be accepting of opinions and feelings that differ from your own?
>
> Because you will also be a participant in many of the activities that you lead, you will learn and grow, and perhaps occasionally be confronted and criticized. Can you model an open and accepting attitude toward negative feelings that are directed toward you?

It is necessary that you consider these questions before the group begins.

People often have deep feelings, strongly held beliefs, and rigid defenses about the topic of sexism. It is your function to model and create an atmosphere of warmth, trust, and acceptance within the group. Otherwise, individuals are unlikely to let down their defenses, explore their feelings and attitudes, and participate actively in the group. Some suggestions that are likely to produce a cohesive, well-functioning group include dispensing with unnecessary formalities (use first names), listening attentively to what each group member has to say, clarifying and reflecting on what group members have said, but refraining from preaching, evaluating, or moralizing. Resistance is an inherent, vital part of attitude change. Patience and authentic acceptance will best facilitate growth.

Be aware of the power and value of silence; use it effectively. Occasional lapses in discussion may mean that participants are thinking, and sometimes periods of silence give the more reticent members an opportunity to speak. Allow the silence to extend for a minute or so without interrupting it with a comment or question. Notice and acknowledge, when appropriate, group members' nonverbal behavior ("Jack, I've noticed that you have turned your chair away from the group"). Encourage interaction among the participants by pointing out commonalities ("Sheila, you and Sam seem to be concerned about the same issue"). If comments seem to be directed mostly at you, perhaps you are regarded as the authority rather than as an equal member of the group.

Continually examine the group process, and ask yourself these questions:

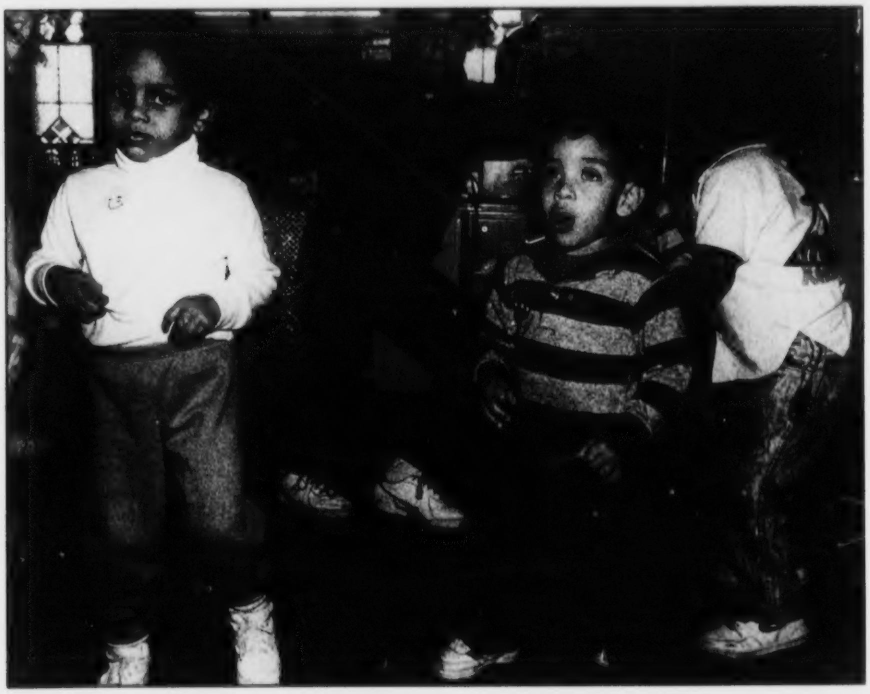
> Is the group utilizing its own resources, or are a number of participants inactive and uninvolved?
>
> Is there a feeling of freedom and trust in the group that encourages participants to express their real concerns and feelings without reservation?
>
> Do group members seem to be holding on to strong feelings that relate to things that have happened in the group?
>
> Is the group cohesive, or have cliques and subgroups formed?

Your awareness of these group dynamics may provide an opportunity for you to intervene with strategies to promote more healthy functioning. Your role as a group facilitator is to promote cohesiveness and interaction, model good human relations skills, assist in the resolution of interpersonal conflicts, and present the activities suggested in this manual. To do all these effectively, you need to develop and practice a number of skills:

> *"I Message."* A statement of belief or feelings that demonstrates ownership and responsibility for the message (e.g., "I feel confused," as opposed to "This group sure is confused").
>
> *Structuring.* Provide participants with purposes, procedures, and guidelines for all session activities.
>
> *Universalizing.* Point out that participants often share feelings and attitudes that they previously may have perceived as being unique to them.
>
> *Linking.* Point out similarities and differences in the comments of group members.
>
> *Feedback.* Let others know how their beliefs, feelings, and behaviors affect us; usually most meaningful when it is done in a caring and nonjudgmental way.
>
> *Redirecting.* Turn a question back to the group or individual participants.
>
> *Questioning.* Open-ended questions ("How are you feeling right now?") are generally more effective than structured questions ("Are you angry?").

Providing Encouragement. Encouraging and reinforcing participation will increase involvement, and group members will soon begin to encourage one another.

Summarizing. Summarize succinctly at various points during the session; this might include the paraphrasing of participants' comments or a concluding summary at the end of the activity.



Freedom and feeling good!

Many difficulties in groups are caused by problems in communication. As leaders, we assume that the words we use will have the same meaning to others that they do to us, and that we will automatically know the meaning of the words that others say to us. Consequently, meanings are misperceived and confusion results. It is important that we frequently check out the messages we receive ("I think you're saying . . .") and solicit feedback and questions from the group regarding our communication to them ("Would someone like to say back to me in your own words what you think I said?"). Taking the time to clarify communication does not demonstrate lack of skill on our part; instead, it illustrates our understanding of the importance of clear communication for effective group functioning.*

The following discussion of common problems in group interaction is quoted from *Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers,* Women's Action Alliance (Newton, Mass.: WEEA Publishing Center/EDC, 1980), pp. 21–22.

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* From Dr. Dennis C. Sparks, "Group Facilitation," in *ASPIRE,* module 1 (Newton, Mass.: WEEA Publishing Center/EDC, 1979), pp. 4–6.

Nontalkers

Experienced trainers report that in a typical session, only a small percentage of the people talk. Of course, some people may participate without talking—responding nonverbally or taking notes, for example. However, the trainer can encourage the less vocal participants. During your planning stage, try to anticipate reasons why a participant might feel uncomfortable.

You can help bring people out if they

- feel comfortable. Participants who feel that all opinions will be welcomed are more likely to jump into a discussion than in a less accepting atmosphere.
- have been given tasks they can handle. Use activities that allow them to experience success. Confidence encourages participation.
- are asked. Surprisingly, some people don't like to volunteer a response but will talk if the leader asks a direct question.

Monopolizers

At the other end of the spectrum are the monopolizers, people who talk too much and may inhibit the other participants. If a leader is new to a particular group, it's wise to analyze why someone tries to monopolize the discussion. Listen carefully to what the person is saying and how he or she says it.

The monopolizer may be at a more sophisticated level of awareness than the rest of the group and therefore really have more to contribute; may be trying to show support for the leader; or may be an attention-starved person, using the group to boost his or her own ego.

In any case, the leader can turn off a monopolizer tactfully, making it clear that there's room for everyone's contributions—but not just one person's. You should never ignore a raised hand, even if it belongs to someone who answered the last six questions. But you can ask the person to "hold it" for a minute.

Detours

Detours are tangents that take you off the track and too far away from your objectives. Sometimes a detour focuses on something that concerns the group. Never cut off the discussion too fast. The group might feel that you're not sympathetic to their needs or are uninterested in something that, to them, may be a genuinely pressing concern. Groups that have been together for a long time—the staff of a center, for example—tend to focus on particular issues.

The role of the group facilitator can be a difficult and demanding one. However, if you have taken the time to learn about yourself prior to the group's inception, have developed the suggested interpersonal skills, have familiarized yourself with the activities planned for the session, possess a flexible approach to planning, and are perceived by the participants as someone who is on their side, the results are likely to be highly positive for you and the group members. Remember, who you are will be as important as what you know about sexism in making the group a successful learning experience for everyone involved.

Training Session Formats

A review of curricula from projects around the nation found little mention of gender roles, and a disregard for instruction in overcoming stereotyping. In fact, there is little to be found on the subject of sex-role stereotyping in day care curricula. There is a clear need for a training strategy to use with day care providers, in an effort to eliminate sex-role stereotyping from the family day care environment. Training will help prospective and present providers to

- examine their own attitudes about gender roles
- see how these attitudes affect young children in their care
- develop ways to set up a nonsexist environment in their homes
- develop ways to help parents change their attitudes and behaviors
- have a support system as they implement the new strategies with children and parents

The WEEA project grant afforded CHOICE the opportunity to experiment with three different training formats, using the same team of facilitators. This section will describe each one—a series format, a full-day format, and a program format. All the formats will incorporate the three training sessions described in chapter 1:

> *Session I: Looking at Attitudes about Male and Female.* Assessment of self-concept and socially derived stereotypes that impede equitable caregiving, and assessment of changes as a result of training.
>
> *Session II: Sex-Role Socialization.* Presentation of knowledge that aids in removing impediments to equitable caregiving.
>
> *Session III: The Nonsexist Family Day Care Home.* Presentation of skills and techniques that enhance effective caregiving.

Series Format

The series format was used to field-test the curriculum as part of a required, three-week training program for new providers and was limited to two 3-hour sessions. Two sessions were not enough to cover the material and evaluate the outcome adequately. Based on this experience, the following schedule for a series format is strongly recommended: three 3-hour sessions spaced one week apart. The advantage of this schedule is the opportunity it affords to have the participants read short articles and complete worksheets and exercises.

It is important to inform the group at the beginning of the series that each session builds on the learning and discussion of the previous session. Therefore, attendance at each one is crucial. It is also recommended that the facilitators reassure the group that there will be plenty of time for discussion and processing of new information.

Full-Day Format

This format is the most intensive and challenging way to conduct the training. The advantage of this format is that it accommodates people with busy schedules or participants who must travel from a distance.

There are, however, several disadvantages to the full-day format. First is that it is not realistic to run a nine-hour session. Therefore, some training activities will have to be sacrificed or shortened. Second is that the readings and exercises will have to be distributed prior to the session for completion at home. And third is the difficulty of having only two people to manage the demands of a full day's activities.

Training session to evaluate toys and books.

Program Format (Part of a Comprehensive Child Care Training Program)

The ideal method for organizing training on the subject of sex-role stereotyping is to include it in the initial training program for new family day care providers. It is widely recognized that comprehensive, high-quality training is essential for child care workers. Programs designed to increase the supply of family day care homes usually include a structured training component. The topic of sex-role socialization of children fits naturally with the other topics routinely taught. It is an extension of the knowledge acquired about child development, play, organizing the family day care environment, and planning age-appropriate activities. The three 3-hour sessions should be integrated with the training program. Just to tack it on at the end presents it in a supplemental light, thereby diminishing its impact. An example of how the subject of sex-role stereotyping was integrated with a comprehensive training program for new providers in Philadelphia follows.

The next three chapters provide the detail for the recommended workshop sessions. The objectives, training agenda, and procedure are described for each session. The format design is flexible and can easily be rearranged to meet different training needs. Sample exercises that worked well in the demonstration project are included.

Nonsexist play activities encouraged by providers.

Handout

Career and Child Care Choices

WEEK 1

Monday

Child Development 0–3 years

Tuesday

Child Development 3–6 years

Wednesday

Loking at Attitudes about Male and Female

Thursday

Sex-Role Socialization

Friday

The Nonsexist Family Day Care Home

WEEK 2

Monday

Health, Safety, First Aid

Tuesday

Communications and Behavior Management

Wednesday

Nutrition, Meal Planning, Child Care Food Program

Thursday

Field Visit of Family Day Care Home

Friday

Age-Appropriate Activities

WEEK 3

Monday

Scheduling Your Day and Marketing Your Family Day Care Business

Tuesday

Field Visit

Wednesday

The Business of Running Your Family Day Care Home

Thursday

Wrap-up, Final Assessment, Party

Chapter 4

Session I: Looking at Attitudes about Male and Female

General purpose: To introduce the subject of sex-role stereotyping of young children—where the problem comes from and what it has to do with us as family day care providers

Agenda Summary

Introduction
Questions
Survey
Exercises
Exercise tasks
Film and discussion
Break
Lecturette (part 1)
Stretch
Lecturette (part 2)
Follow-up assignment
Review
Group ending exercise

Materials Needed

Paper and pencils

Handouts

Family Day Care Provider Survey
Looking at Attitudes
Our Mother's and Father's Sex-Role Commandments
Society and the Individual
Media Messages

Supplementary Handout

Home-Life Checklist

Introduction
15 minutes

Welcome and presentation of session goals: to introduce participants, topic, and ground rules; to explain how the subject fits into the overall training program; to discuss expectations and concerns.

Questions
10 minutes

What do you hope the training will cover? What are your concerns? What are you looking forward to?

Survey
10 minutes

Distribute the "Family Day Care Provider Survey."

Assessment of participants' current knowledge of the subject of sex-role-stereotyping socialization. Reassure participants that this is not a test, and that they can expect to be much more sure of their responses when they complete the assessment at the conclusion of training.

With some audiences, it may be helpful to read survey questions aloud as the participants respond on their sheets.

Exercises
10 minutes

Looking at Attitudes. Participants will think about how their own attitudes about male-female roles were formed. Distribute the "Looking at Attitudes" worksheet and allow a few minutes for participants to complete the checklist. Can be read aloud and completed as a group. Ask group members to comment on what they discovered about their own attitudes.

Exercise tasks
20 minutes

1. Female and Male Heroes of Childhood

   Process

   - Explain that the group, including the trainer, should think back to childhood and remember who their female and male heroes were. Who did they really look up to as a person they wished they could be like? Why was that person a hero?
   - Trainers begin first, to break the ice, and then ask others to volunteer. Compare and contrast the female and male heroes admired by the participants.

2. Mother's and Father's Sex-Role Commandments

   Process

   - Distribute "Our Mother's and Father's Sex-Role Commandments."
   - Have participants list the ten commandments.

   Sharing (trainers share first if necessary)

   - What messages did we receive?
   - How did these messages affect our career, family life, or future decision making?
   - Were there any missed opportunities?
   - Did you resist any of the messages you received?
   - What happened when you did?
   - What was the effect on you?
   - How did those messages affect your personal goals, career goals, family life, and self-image?

Film and discussion
30 minutes

Note: Be sure the film has been previewed by the trainers and questions prepared. The film we recommend was made in a child care center, but it presents most of the issues targeted for discussion in this session. This film is available in most public school sex-equity resource centers. "The Sooner the Better," Third Eye Films, 12 Arrow Street, Cambridge, MA 02138.

Questions for Discussion

- Did you see anything that surprised you?
- What were your reactions to the fire station visit?
- Could you identify any sex-role stereotyping there?
- Which of these activities take place in a family day care home?

- Why or why not?
- What did you see in the film that caused you to think about your own interaction with young children—either your own children or your day care children?

Break

15-minute break

Lecturette part 1
20 minutes

A. Definition of Terms

gender identity—one's self-awareness and acceptance of being female or male.
sexual orientation—a person's identification of males or females for intimate sexual and emotional relationships.
sex roles—socially defined and reinforced attitudes and behaviors considered appropriate for females and males.
sexism—the collection of attitudes, beliefs, and behaviors that result from the assumption that one gender is superior to the other.
sex discrimination—one major form of denying opportunity, privilege, role, or reward on the basis of sex.
sex-role stereotyping—the biased judgment of appropriate behavior according to gender alone. It is based on the assumption that all females share common abilities, interests, values, and roles, while all males share a separate set of such characteristics.
socialization—the process that prepares children and adults to occupy various economic, social, physical, political, or psychological roles. Schools and families achieve this result with children by providing models and experiences that transmit knowledge, attitudes, and skills considered necessary in our society.

B. Review of "Society and the Individual" Handout

Distribute the handout and spend a few minutes discussing it.

C. Examples of Sexism*

Sexism is any attitude, action, or institutional structure that subordinates a person or group because of their sex. Sexism can be individual, cultural, or institutional, and intentional or unintentional.

Individual Sexism

"You throw a ball just like a girl."
"He's as giggly as a girl."
"The erector set is for Johnny, and the Barbie Doll for Jill."

Institutional Sexism

"This firm hires and promotes the most experienced people."

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* This section is reprinted from *Fact Sheets on Institutional Sexism*, a publication of the Council on Interracial Books for Children, January 1982. For a free catalog listing antisexist, antiracist print and audiovisual teaching materials, write to CIBC, 1841 Broadway, New York, NY 10023.

Presidents of industry, boards of directors of universities, heads of medical associations, and Presidents of the United States have been, and still are, almost all male (and white).

Working women earn an average of 60% of what working men earn.

"Our textbook is *Men Who Made America Great.*"

D. Implications: Does It Really Matter?

Nonsexist child rearing and education are a positive approach to teaching and learning, an approach that can increase opportunities and rewards for young children and their families. This approach is an affirmative response to social and educational issues that have far-reaching implications for all of us. Consider some major implications.

- *Legal implications.* Title IX of the Education Amendments of 1972 is the law of the land. Sex discrimination is illegal in federally supported programs and policies included under Title IX regulations.
- *Professional implications.* Early childhood teachers and caregivers are leaders in providing for the full development of the child. Anything that prevents children from realizing their full human potential blocks progress toward the goals of early childhood development and education programs.
- *Social implications.* As advocates for children and their families, teachers and caregivers are expected to champion the cause of equal educational opportunity and a better society for all. We must be willing to examine ourselves, our values, our attitudes, and our skills for ways to eliminate sexism and sex-role stereotyping. As role models in our communities, we have the responsibility to develop the knowledge and willingness to effect the necessary changes—personally and socially.
- *Political implications.* In our society, leaders and followers must be representative of all the people—male and female.
- *Economic implications.* As women continue to enter the labor market, it is critical that they be equipped for access to the widest variety of jobs. Males also need access to nontraditional work choices.
- *Psychological implications.* We are an important source of children's positive self-concept and attitudes; we are prime motivators in providing opportunities for children to explore behaviors that are nontraditional for their sex. Nonsexist child rearing and education matter more that many people realize. Unless we act on the additional possibilities this approach offers for educational and social change, we cannot fulfill our dreams of equality for all people.

Stretch

5-minute stretch

Lecturette part 2
20 minutes

The Important First Three Years
Where does sex-role stereotyping begin?
What does it have to do with family day care?

Human cultures, our own included, invent ways of thinking about human beings. Whether one is male or female is a biological matter and has very little to do with traditional concepts of masculinity or femininity. There is considerable evidence that boys and girls are more alike than different. During the first three years, children try to figure out how they fit into their world. The basic self-image they will have for the rest of their lives is being formed. Something important happens in the first three years of life to stereotype children according to sex-role expectations. With more young children in child care outside the home, children are influenced earlier by caregivers, peers, and the wider culture, in addition to their parents. We expect boys to be rougher and hardier because that is the image of a "real man" in our culture. This stereotype continues, despite the fact that fewer boys survive birth and infancy than girls. We expect girls to be soft and feminine, though it is difficult to distinguish between the sexes of infants and toddlers without such cues as barrettes and earrings and pinks and pastels.

From birth, then, girls and boys begin receiving very different messages. Many expectant mothers respond to the activity of the fetus in a sex-differentiated way. When the fetus is active (if it kicks and moves a great deal) the mother interprets this as a sign that the child is probably male. Parents usually do not treat an infant daughter the way they treat an infant son. Mothers talk to their girls more and cuddle their boys less. Such treatment may explain why girls later become more verbal and boys more independent.

What are these messages? Girls believe they are expected to respond to others' wishes instead of their own. From a very early age, they begin to develop a sense of passivity and of not being able to control their own destiny. Boys, on the other hand, receive more general stimulation, are allowed much more physical freedom, and are encouraged to develop a sense of autonomy. They are discouraged, however, from developing emotional and nurturing qualities.

As children grow older, gender becomes a powerful weapon for approving or disapproving behavior. How many times have you heard someone say, "He throws like a girl"? This statement is meant as an insult. A girl who is physically competent and handles herself well in sports is called a tomboy. Again, the insult is clear, though it is taken less seriously.

Our socialization practices maximize sex differences. We channel children into roles that do not reflect their diversity. Certainly, children need to know their biological and reproductive identity. But sex-role behaviors are among the first things children learn. Desirable behaviors for males are aggressiveness, suppression of emotion, well-developed reasoning ability, and sexual initiative. Desirable behaviors for females include passivity, dependence, conformity, nurturance, and inhibition of aggression. Children of both sexes see the male role as more desirable. The acceptance of stereotypes is related to positive adjustment for males and poor adjustment for females. As children grow older, sex roles become more stereotyped and restrictive. Both girls and boys are shortchanged in these limiting roles. Girls lose out in terms of physical development, concept of self, and training for independence. Boys are shortchanged primarily in development of their emotional and nurturant selves.

Follow-up assignment
10 Minutes

1. *"Media Messages" handout.* Distribute and review the handout. Be sure all participants understand the assignment. Avoid making comments about the stereotyping that takes place in the media.
2. *Parent observation.* Ask participants to observe and write down examples of parent-child interactions for male-female messages that are communicated verbally or nonverbally. (The person observed does not necessarily have to be someone they know.)
3. *Children's books.* Ask participants to select a children's picture book, to review it for male-female messages (positive or negative), and to bring the book to the next session. The group will vote on the books—thumbs up or thumbs down. State that assignments will be reviewed at the next session.
4. *"Home-Life Checklist."* Distribute and review instructions to complete the assignment. See if there are any questions.

Review
5 minutes

Briefly review the purpose of the session and the material presented. This can be extended to ensure comprehension.

Group ending exercise
10 minutes

To assist the participants in processing what they learned during the session, ask them to respond to the following:

"I learned . . ."
"I discovered . . ."
"I was surprised that . . ."
"I would like to learn more about . . ."
"One thing I liked was . . ."
"One thing I did not like was . . ."

Handout

Family Day Care Provider Survey

Administered by: ____________________

Compiled by: ____________________

Confidential

Please take a few minutes before this training session to complete the following survey. As part of the child care training, we are hoping to learn more about home day care providers and what we can do to help others in future trainings and workshops. The survey is confidential. No information identifying you will be included in any report. Thank you for helping us.

1. In a typical family household, who do you think should be responsible for the following activities? Please use a check mark to indicate your response for each activity.

Male/Husband	*Female/Wife*	*Either/Both*	
________	________	________	cooking meals
________	________	________	grocery shopping
________	________	________	housecleaning
________	________	________	changing baby diapers
________	________	________	staying home with sick children
________	________	________	taking children to the doctor
________	________	________	taking/picking up children at day care
________	________	________	using a birth control device

2. Please check off each statement as true or false.

True	*False*	
____	____	Girls are more "social" than boys.
____	____	Boys learn to be more aggressive.
____	____	Boys at all ages are better in math than girls.
____	____	Girls like to be told what to do.
____	____	Even before kindergarten, boys and girls know what kind of behavior adults expect.
____	____	Both girls and boys think the male role is more desirable.
____	____	Sex roles become less defined as children grow older.
____	____	After the first year of life, boys begin to learn to be more independent than girls.
____	____	Cultures differ in their expectations of boys and girls.

3. Please list five play activities that both boys and girls between the ages of two and four like to do.

   a.
   b.
   c.
   d.
   e.

4. Please check off each statement as true or false.

True	*False*	
_____	_____	Preschool children (those less than five years old) spend more time watching TV than doing any other single activity.
_____	_____	Commercial TV shows have an equal number of male and female characters.
_____	_____	In children's books, males are active, whereas females are inactive.
_____	_____	All toys are now advertised for girls and boys equally.
_____	_____	Boys like to play with dolls.
_____	_____	Girls don't like to use building toys.
_____	_____	"Sesame Street" has more male characters than female characters.

5. Have you ever attended any workshop, course, or training program concerning sexism or a related topic?

   No __________
   Yes __________ If yes, please describe what it covered:

Background

6. Number of brothers and sisters you have/had:

   ________ Number of brothers
   ________ Number of sisters

7. Number of children you have:

   ________ Number of boys Ages ________
   ________ Number of girls Ages ________

8. Highest grade of school you have completed:

   ________ Less than twelfth grade (high school)
   ________ High school graduate
   ________ Some college
   ________ College graduate

9. What type of paid jobs, if any, have you had prior to this job as a family day care provider?

_______ None; no paid jobs

_______________________________________ Most recent job

_______________________________________ Next most recent job

10. Have you worked with preschool-age children before now (baby-sitting, child care, foster care, etc.)?

_______ No

_______ Yes _______ Number of years _______________ Type of work

11. Have you ever taken a program or a course on child care or baby-sitting?

_______ No

_______ Yes If yes please describe: _______________________________

12. Age:

_______ Younger than 20 _______ 40 to 49

_______ 20 to 29 _______ 50 to 59

_______ 30 to 39 _______ 60 or older

13. Which racial group do you identify with?*

_______ Asian

_______ Black

_______ Hispanic

_______ White

_______ Other (please specify)

14. Marital status:*

_______ Single

_______ Married

_______ Separated or divorced

_______ Widowed

_______ Living with partner

_______ Other (please specify): _______________________

15. Name _______________________________________

16. Today's date _______________________________________

Again, thank you for completing this survey.

---

* This question is voluntary and will be used to analyze evaluation results demographically.

Handout

Looking at Attitudes

Please circle true or false for each item.

1. Females are more social than males. T F
2. Males are more responsible than females. T F
3. Females have lower self-esteem than males. T F
4. Females learn better and faster than males. T F
5. Males are better at math and science activities. T F
6. Females are better at caring for young siblings. T F
7. Males are better at sports than females. T F
8. Males are more aggressive than females. T F
9. Crying is okay for females but not for males. T F
10. Males are less nurturing than females. T F
11. Males should be responsible for sexual initiatives. T F
12. Little boys who play with dolls and housekeeping tools will become "sissy" and homosexual. T F
13. Females are "born mothers" and are therefore better at parenting than males. T F
14. Females are more verbal than males. T F
15. Little girls who like to play sports and with trucks are "tomboys" and will become lesbians. T F
16. Masturbating is okay for little boys but not for little girls. T F
17. Boys are more independent than girls. T F
18. Mothers talk to baby girls more and cuddle baby boys less. T F
19. When the fetus is active, the mother interprets it as a male. T F
20. After twelve months, boys venture further away from their mother, stay away longer, and are permitted more freedom of movement. T F
21. Expression of emotions puts a person at a disadvantage in our society. T F
22. Boys and girls play with toys differently. T F

Handout

Our Mother's and Father's Sex-Role Commandments

Personal goal: To help understand how you learned your sex role as part of growing up. What was expected of you first as a little girl/boy, then as a big girl/boy?

Directions: List five of these commandments you remember your mother saying to you. Example: "Girls don't cross their legs that way" or "Boys don't cry." Then do the same thing for commandments you remember your father saying to you.

Mother

1.

2.

3.

4.

5.

Father

1.

2.

3.

4.

5.

Handout

Society and the Individual

Family

Parents
Role models
Expectations
Discipline

Siblings
Birth order

Activities
Responsibilities
Toys and games
Recreation
Books

Physical Environment
Colors/decoration
Space
Clothes

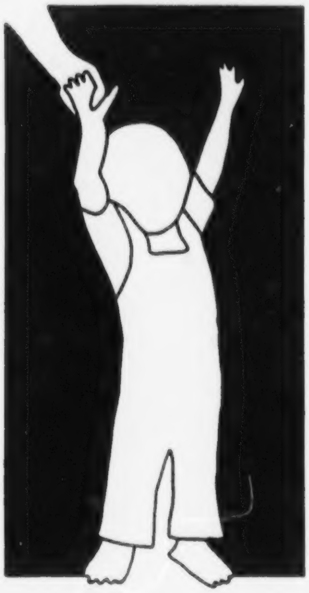
Society at Large

Culture
Heritage
History
Ethics

Communication
Language
Art, music, literature
Media (TV, movies)

Institutions
Government (law, politics, participation)
Religion (morality)
Economics (class structure, employment)

Recreation
Leisure



School

Teachers
Role models
Expectations
Discipline

Peers

Curriculum
Course requirements
Instructional materials
Athletic programs

School Management
Staffing
School policies

Counseling
Testing
Career guidance

Handout

Media Messages

Collect samples or observations of media messages that our society sends young people and all of us.

1. Observe and note the following for two television programs.
   How is the female or male hero portrayed?

   Show #1

   Show #2

   What does it mean to be female/male?

   Show #1

   Show #2

2. Observe and note the following for two commercial ads.
   What messages are the commercials giving to viewers?

   Why use this product?

   Commercial #1

   Commercial #2

   What does it mean to be female/male?

   Commercial #1

   Commercial #2

3. Clip some pictures, ads, titles of articles, or cartoons from newspapers and magazines that send sexual messages to the reader. Bring these materials to the next session.

Handout

Home-Life Checklist

Think of a couple you know who are married and/or living together. Listed below are daily activities of life and families. Indicate from the following categories which things the females do, which things the males do, and which are shared—MOST of the time. Then do so again for yourself in your life situation and indicate who (male, female, shared) you think SHOULD do them.

	Couple You Know F M S	Your Own Situation F M S	Who Should Do It F M S
1. Laundry			
2. Staying home with sick children			
3. Taking children to the doctor			
4. Family financial management			
5. Paying the bills			
6. Lawn work/yard care			
7. Birth control			
8. Meal preparation			
9. Vacation planning			
10. Grocery shopping			
11. Sewing and mending			
12. Changing baby diapers			
13. Helping children with homework			
14. General housecleaning			
15. General home repairs			
16. Work outside the home for pay			
17. Community volunteer work			
18. Pursuing additional education			
19. Preparing for family holiday celebrations			
20. Changing the tire and other auto repairs and upkeep			
21. Getting up in the middle of the night with the baby			
22. Preparing house and dinner for guests			
23. Pick up/drop off children at day care			
24. Driving the children to such activities as dancing lessons and scouting			
25. Changing the sheets on the bed			

Chapter 5

Session II: Sex-Role Socialization

General purpose: To gain an awareness of sex-role stereotyping in daily life

Agenda Summary

Introduction
Review
Lecturette (part 1)
Discussion in pairs
Lecturette (part 2)
Group exercise
Break
Group exercise
Discussion
Group exercise
Discussion
Group ending exercise

Materials Needed

Markers, tape, and newsprint
(alternate: chalkboard, chalk)
Toys for display
Magazine ads
Children's books
Birth announcements
Objects from store

Handouts

Occupational Roles Assigned to Male and Female Character by Each Grade Level
Biological Basics
Myths and Facts
Alternatives to Sexist Language
The Hunts at Home
Loss of Female Potential: A Report Card
Why Men Die Younger
Checklist for Evaluating Sexism in Children's Books
There's No Unisex in the Nursery

Introduction
5 minutes

Welcome and presentation of session goals: to learn how sex-role stereotyping is reinforced in American culture and to learn the effects of sex-role stereotyping on children and adults.

Review
5 minutes

Review of homework assignments (TV program and commercial). Give each person the chance to report from her or his "Media Messages" worksheet. (Wait to discuss cartoons, ads, etc.)

Lecturette part 1
10 minutes

Media Messages and Research Findings

The messages children learn from books and television continue to show boys as being active, brave, protective of women, powerful, independent, intelligent, creative, and industrious—while girls are depicted as weak, passive, watching, needing help, and docile.

Only 16 percent of all major dramatic characters in TV programs sampled in a 1982 study were women. Even "Sesame Street" includes many more male characters and portrays them as active, while girls look on.

Seeking out subtle sex-role messages in the media is a step toward making these hidden messages visible. Adults who participate in the selection of books and television programs for children can encourage both girls and boys to pursue their interests and realize their full potential.

Discuss what family day care providers and parents can do to help children deal with the male/female images on TV.

Discussion in pairs
20 minutes

Magazine ads. It is not difficult, by looking through popular magazines available on newsstands, to clip examples of ads that send messages. Most will be trying to sell a product by appealing to one gender in particular.

Distribute magazine ads, newspaper ads, and cartoons that have been selected to show positive and negative messages about gender. Ask the group members to pair up to "critique" the ads.

Here are some examples that contain sex-role stereotyping messages:

1. An ad for a first-aid ointment shows an attractive blond woman putting ointment on the arm of a blond child in a baseball uniform. Questions to ask about this ad:

   - Did you assume immediately that this was a little boy and his mother?
   - Or did you assume that this could be a little girl and her coach?

   The sex-role message would be that mommies fix boo-boos for boys who play rough sports.

2. An ad for a luxury carpet shows a dad and son on the living room carpet—the dad reclining, and the son with his hand on a wooden train. The reader's first thought is, "That's nice, a dad spending quality time with his boy"; "expensive-looking carpeting"; "so nice to come home to." Questions to ask about this ad:

   - Has Dad come home from work and Mom is in the kitchen cooking dinner?
   - Why not Mom with son; or Dad with daughter?
   - Why must it be a train? Why not a doll or puzzle or pots and pans?

Here is an example of an ad with a positive message:

> A young girl is shown sitting on the front seat of a car. She is buckled in, wearing a soccer uniform, and triumphantly holding a trophy. Her hair is messed, and she is sweaty and soiled. The messages of this ad include:

- She went for it.
- She got it.
- She is feeling good about herself!

Parent-child observation. Ask participants to describe the situation they observed and what conclusions they drew. When anyone describes sex-role-stereotyping parent behavior, ask for suggestions for other ways the parent might have related to the child in a nonsexist manner.

Children's books. Ask participants to pair up with a different partner to discuss the books that were brought in. (Trainers should have books available in case not enough are brought in.) Each pair should then report on their books and whether they would use them with young children. Have them decide "thumbs up" or "thumbs down" on the books.

Lecturette part 2
20 minutes

Sex-Role Learning

This lecturette provides basic information about sex-role learning—what society tells young children about appropriate behaviors for males and females, how those messages are conveyed, and what behavior results from the learning.

Males are depicted three times more than females are as the main characters in children's picture books. These books also contain illustrations that perpetuate and reinforce traditional sex-role behaviors. For example:

Percentage ratio of times children were shown:	*Girls*	*Boys*
in active play	15%	85%
using initiative	0	100
displaying independence	33	67
solving problems	50	50
receiving recognition	15	85
being inventive	10	90
tearful or helpless	50	50
giving help	40	60
receiving help	30	70
in quiet play	48	52[*]

Distribute "Occupational Roles Assigned to Male and Female Characters by Each Grade Level." The differences in ways boys and girls perceive themselves become evident by grades 3 and 4, persisting through upper grade levels. Boys glorify themselves in their story writing, assigning themselves roles such as "astronaut" or "robber." Boys depict girls as "princesses" in their stories, and girls portray themselves as "teachers" and other traditional role players. Give participants an opportunity to study the table and give responses. Ask what messages elementary school–age children are getting during these years. What can teachers and parents do about the situation?

Hand out "Biological Basics." Explain that by the age of three, children know their sex roles. Many people assume that sex roles are related to inherent differences between females and males, but researchers have found little evidence to support this assumption. (Look at the handout together to understand inherent differences.) Sex roles are acquired in the following ways:

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[*] From *Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes* (Washington, D.C.: Association for Childhood Education International, 1976).

- through the influence and imitation of role models
- as a result of selective reinforcement of sex-appropriate behaviors
- through the conceptual understanding of masculine and feminine behaviors, and the conscious choice by the child to conform to the appropriate roles

Give examples of each.

Group exercise
30 minutes

1. Myths and Facts. A child's sex-role socialization is affected by parents, teachers, literature and textbooks, peers, social institutions, and the media. Every part of society teaches children to conform to powerful cultural expectations. The socialization process is ongoing, as society dictates proper behaviors for every stage of our lives, from childhood to old age.

   Distribute the handout "Myths and Facts." Ask the group to vote true or false for each statement on the handout. Review the myths and facts, giving the correct answers, providing the correct answers from the research documentation. This will provoke lively discussion. Then go over the following research findings:

   - It is not that babies act differently; it is that we treat them so differently at such an early age.
   - Boy babies are held more roughly and facing out to the world; girl babies are held more protectively and facing inward.
   - Adults praise girls for their appearance; boys are praised more often for their achievements.
   - Boys who enjoy typically feminine play are often ostracized, more so than girls who enjoy typically masculine play.
   - Preschool children, if left alone, will choose toys that interest them. But as soon as a teacher is present, these children will choose toys that sex-role stereotyping would expect them to pick.
   - The messages young children receive from watching TV are as follows: Boys are strong, fine, and can do all kinds of jobs; girls are weak, silly, fearful, and best kept at home.
   - Males grow up with an exaggerated sense of their importance; girls grow up with a lowered sense of self-worth.
   - It is difficult to change because people are more comfortable with stereotypes.

2. Birth announcements. Using several birth announcement cards for boys and girls, ask about the reason for a gender-specific card, and what the differences are between the two. Have participants look at the pictures and words on the cards. Ask the group to think about the different roles parents play in nurturing—when do children see men in nurturing roles?

3. Sex-role stereotyping and language. In her book *Right from the Start*, Selma Greenberg says that "one of the best things we can do to prepare the new baby's environment is to clean up the language that pervades it. We must learn to speak an inclusive rather than an exclusive language ('she and he,' 'hers and his,' 'persons,' 'people,' 'one,' 'children') to keep children's minds open to all kinds of alternative pictures and picturing."

Because children's speech and language are in the formative stages in family day care, the provider has an enormous influence day to day. The purpose of the language exercises in this session is to bring the importance of language into the training and provide some practice in correcting abuses that might occur. All of us who work with young children have a responsibility to be vigilant and skilled in our communications in their presence.

Distribute the worksheets "Alternatives to Sexist Language" and "The Hunts at Home." Go through these exercises as a group.

On newsprint, have the group list other ways that children are influenced up to the age of three. Start with an imaginary walk through the aisles of a department store and look at such things as children's clothing, slippers, socks, mittens, lunch boxes, baby bibs, and cups. Talk about why, if the objects serve the same purpose for girls and boys, they are clearly designated—by color or design—appropriate for one gender or the other. Have on hand three other examples of objects from such a store that convey messages to adults. Examples: men shown on the packages of roach traps, women on cleaning products, and girls on packages of toilet paper. End this section by saying that after the break participants will look at toys.

Break

15-minute break

Group exercise
20 minutes

Sex-Role Stereotyping and Toys: Analyzing Toys for Sexism

This can be done as a group exercise, in small groups, or pairs.

Display an array of toys that have been selected to demonstrate sexism or equity in their traditional use or packaging; a list of suggested toys is included in chapter 8. (If this activity is done with a large group, trainers should display each toy and ask for comments. If it is done in smaller groups, trainers should distribute the toys and ask each group to be ready to share comments after about 5 minutes of analysis.)

After comments have been shared, ask the group to think about boys' and girls' bedrooms and why they are often so different, when the basic furniture (bed, desk, chair, lamp, etc.) is for the same purpose. Have group members suggest some things that would usually be found only in a boy's or girl's bedroom. Finally, ask what happens to these distinctions when a man and a woman share a bedroom?

Discussion
15 minutes

Sex-Role Stereotyping and Schools and Child Care Programs

Discuss the situation in programs for young children that reinforce sex-role stereotypes: imbalance in the staffing of programs (very few males), division of labor by gender (male principal, female secretary, female nurse) and among the children (boys hold the door, girls prepare the snack), and program structure.

The two ways that early childhood programs influence and reinforce traditional sex roles are as follows:

- Through sex-segregated activity areas, toys, and books. (Example: Boys frequent block area more than girls, and girls frequent houseplay and art areas more.) This leads to labels on subject areas in later schooling. (Example: "masculine"—math, physical education; "feminine"—English, art.)

- Through different expectations for boys and girls. (Example: Girls accommodate to "school-appropriate behavior," which is conforming, passive, and manageable receptive learning. Some expectations for boys cause a role conflict with the traditional male role for active, independent learning. Boys have more adjustment problems and are punished more.)

Session III will include role playing in this area and looking at ways to change expectations.

Distribute the handout "Loss of Female Potential: A Report Card." Use its introductory paragraph to set the stage for the subsequent points in the handout.

Group exercise
20 minutes

What Are the Qualities We Want to Develop in Children?

Purpose: To formulate a list of qualities that family day care providers want to instill in the boys and girls they care for. By generating the list, providers will see that assigning certain qualities as belonging to "just boys" or "just girls" robs these youngsters of their development into whole, competent, caring adults. The end result of the activity should be one list of qualities for all children.

Procedure:

1. Break the large group into two groups. Assign Group 1 the task of identifying the qualities for girls and Group 2 the same task for boys. Give them 7 to 10 minutes to discuss and develop their lists.
2. Reconvene the large group. On newsprint or chalkboard, write the two separate lists developed by each group.
3. Compare the lists. Identify the qualities that are on both lists. Discuss with the group why some qualities are on one list but not the other, pointing out why it may be appropriate for that quality to be on both lists. Help the group begin to understand that all qualities should be on both lists, and that by segregating qualities as belonging to "just boys" or "just girls" they are promoting sexism and sex-role stereotyping.
4. End by making sure that the group has one complete list that represents qualities for all children. (Partial list of qualities: independence, assertiveness, self-confidence, creativity, sense of humor, responsibility, comfortableness with one's own body, ability to express feelings freely, adventurousness) Help participants understand that in their role as family day care providers they should be encouraging development of all these qualities in all children, and that they might want to share this information with the parents of these children.

Discussion
15 minutes

What's in it for our children if we are able to break through sex-role stereotyping and raise them as free, fair-minded human beings?

What will nonsexist child rearing say to girls?

- You can be a success. You don't have to marry a successful man, or marry at all, to be successful yourself.
- You can dream your dreams and live them, too.
- You can celebrate your strength.
- You can celebrate and parade your intelligence.

- You won't be judged by your looks alone.
- You will know that aggressive and feminine traits can coexist in the same woman.
- You will know that your own life will not stop with the birth of your children.
- You will share the parenting, housework, and child care with the children's father.
- You won't be pitied if you mother only girls. You won't bask in praise if you mother a son.
- You won't worry that you're a bad mother if you leave your children to go to work.
- You can admit your sexuality.
- You can like or loathe things without questioning your womanliness:
    - ballet and music
    - miniatures
    - spectator sports
    - flowers
    - cars
    - contact sports
    - carpentry and tools
    - guns
    - clothes
- You will suffer less alcoholism and mental depression.
- You can rest easy making more money than a man, even if that man is your husband.

What will nonsexist child rearing say to boys?

- You will know that you aren't destined to be the sole support of your wife and kids. You will have a partner in your wife.
- You will know that you don't have to be a hulking football player before you're allowed to do needlepoint.
- You can cry unashamedly when you are hurt. You can sport a flaccid upper lip.
- You can compete and admit when you've lost.
- You can admit fear. Your emotions needn't be kept under wraps.
- You can acknowledge affection for a man, even hug and kiss him.
- You can be close friends with a woman. You won't consider her a sex object.
- You will be independent and competent in life skills—cooking, cleaning, sewing, laundry, and child care.
- You can like or loathe things without questioning your manliness:
    - ballet and music
    - miniatures
    - spectator sports
    - flowers
    - cars
    - contact sports
    - carpentry and tools
    - guns
    - clothes
- You won't be considered a lesser man if you father only girls.
- You won't be considered a "real stud" if you father boys.
- You will suffer fewer heart attacks and ulcers.
- You won't measure your worth by the size of your paycheck—or your penis.

Group ending exercise
5 minutes

Distribute the following handouts for background reading:

"Why Men Die Younger"
"Checklist for Evaluating Sexism in Children's Books"
"There's No Unisex in the Nursery"

Review by asking the group to respond to the following:

"I learned . . ."
"I discovered . . ."
"I was surprised that . . ."
"I would like to learn more about . . ."
"One thing I liked was . . ."
"One thing I did not like was . . ."

Handout

Occupational Roles Assigned to Male and Female Characters by Each Grade Level*

Authors	Male Characters		Female Characters
Grades 1–2			
Males	doctor spaceman baseball player	astronaut clown	
Females	storeman king ringmaster	doctor dentist clown	princess cook
Grades 3–4			
Males	boss prince spaceman mayor (4) policeman (3) thief/robber (3)	judge king (2) secretary air force man farmer detective (7)	princess
Females	robber/thief (4) policeman (3)	shoe store owner	teacher hula dancer (2)
horse rustler			
	doctor (2) manager (2) botanist	surfer king (2)	
Grades 5–6			
Males	president (5) detective (9) criminal space center employee professor paper boy judge	bobsled racer mayor soldier banker king (2) policeman (2) guard	kidnapper yeoman sage

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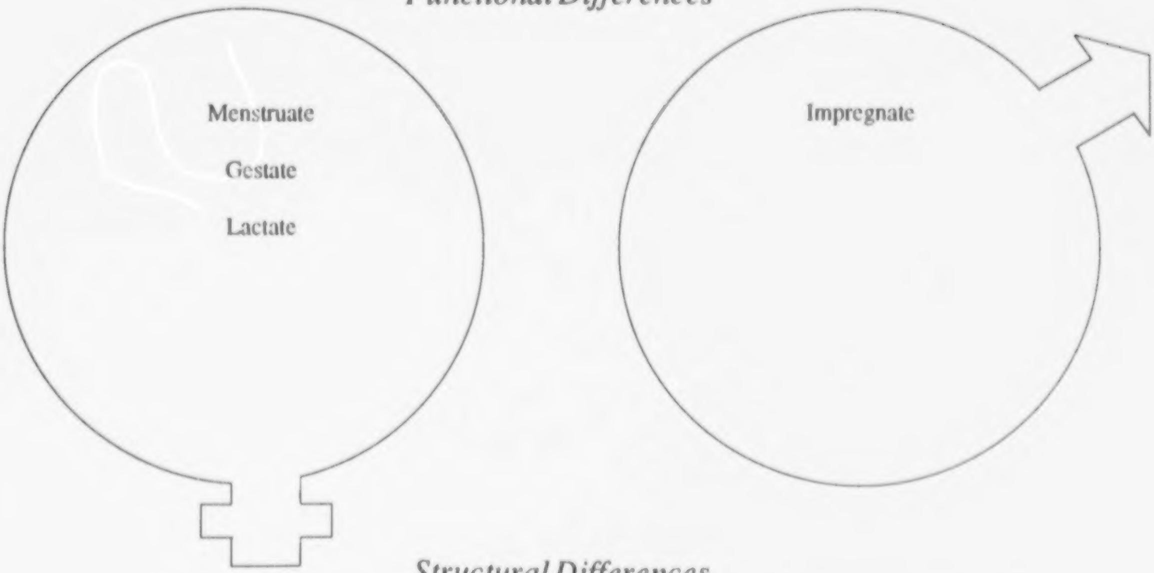
* When a role was assigned more than once, numbers in parentheses indicate the number of times. All others were assigned only once.

Authors	Male Characters		Female Characters
Males (continued)	bird watcher	captain	
	sheriff	scientist	
	football player	hunter	
	murderer	rescuer	
	hermit	fireman	
		coach	
		artist	
		lieutenant	
Females	employers (3)	tinsmith	housekeeper
	mayor	salesperson (3)	nurse
	astronaut	rescuer	teacher
	clown	doctor	baby-sitter
	ringmaster (2)	thief	salesperson
			illustrator

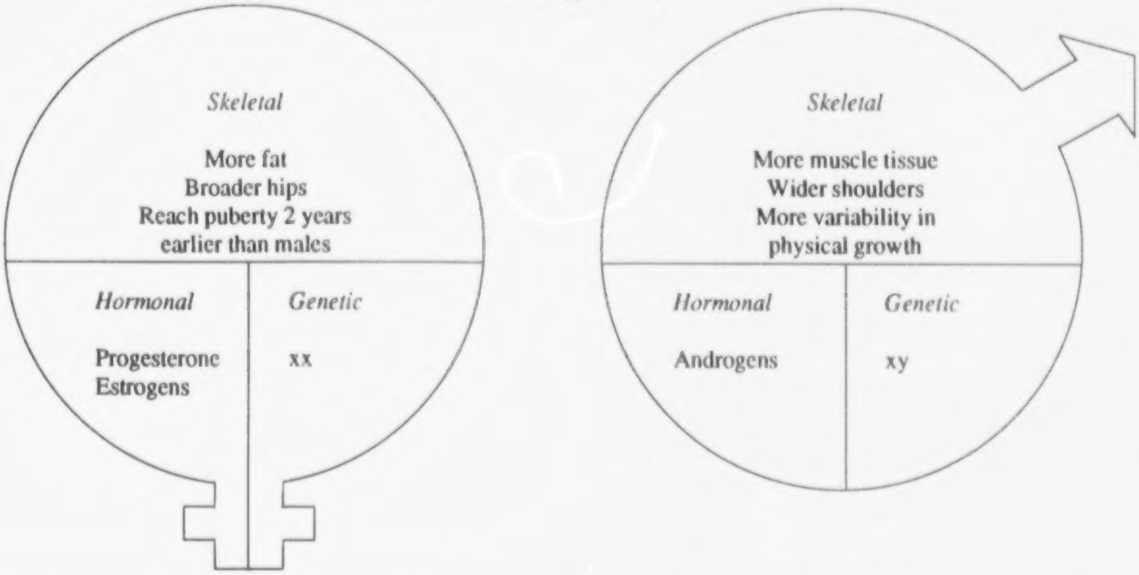
Handout

Biological Basics

Functional Differences


Menstruate
Gestate
Lactate
Impregnate

Structural Differences


Skeletal
More fat
Broader hips
Reach puberty 2 years earlier than males
Hormonal
Progesterone
Estrogens
Genetic
xx
Skeletal
More muscle tissue
Wider shoulders
More variability in physical growth
Hormonal
Androgens
Genetic
xy

Center for Studies of the Person, *Expanding Options: Administrator Workshop Facilitator's Guide* (Newton, Mass.: WEEA Publishing Center/EDC, 1984), p. 43.

Handout

Myths and Facts

Part 1: Developmental

1. Even if babies are wearing only diapers, you can tell a boy from a girl.
   (   ) True
   (   ) False

2. At birth, boy babies are more active than girl babies.
   (   ) True
   (   ) False

3. Parents respond differently to fussiness in an infant son than to fussiness in an infant daughter.
   (   ) True
   (   ) False

4. Mothers nurse girl and boy babies differently.
   (   ) True
   (   ) False

5. At birth, parents will describe an infant differently depending on whether it is a boy or a girl.
   (   ) True
   (   ) False

6. Newborn boys are physically sturdier than newborn girls.
   (   ) True
   (   ) False

7. As soon as children begin to play with toys, girls will naturally choose dolls and other soft toys while boys will naturally choose cars and other mechanical toys.
   (   ) True
   (   ) False

8. Fathers tend to roughhouse more with boys than with girls; they are more likely to tell their girls how pretty they look.
   (   ) True
   (   ) False

9. Fathers are less capable of taking care of newborn infants than mothers are.
   (   ) True
   (   ) False

Reprinted with permission from *Beginning Equal: A Manual about Nonsexist Childrearing for Infants and Toddlers*, Women's Action Alliance, Inc., 1983.

Answers and Research Documentation for Part I

1. False

   If babies are not wearing clothes that provide a clue to gender, it is not possible to tell their sex. In a study of a baby called "X," one group of adults was told that a baby on film was a boy, another group was told that it was a girl. Each group had no trouble finding characteristics of the baby that fit its belief that it was a boy or a girl; the groups sometimes interpreted the same behavior differently depending on which sex they were told the baby was.

   Laura S. Sidorowicz, "Baby X Revisited," *Sex Roles* 6:1, 1980.

2. False

   The activity level of babies, including bodily movements, sucking, and so on, does not correlate with sex differences. There are some boys and some girls who are identified as particularly active, calm, restless, and so forth.

   Nancy Romer, *The Sex-Role Cycle: Socialization from Infancy to Old Age* (Old Westbury, N.Y.: Feminist Press, 1981).

3. True

   Infant fussiness at three months is responded to differently depending on the sex of the baby. Female infants are spoken to, imitated, and looked at; male infants are given close physical contact.

   Shirley Weitz, *Sex Roles: Biological, Psychological and Social Foundations* (New York: Oxford University Press, 1977).

4. True

   Studies have shown that mothers have more respect for a baby's own rhythms if it is a boy; with girls they adopt a "Mother knows best" attitude.

   Lois Barclay Murphy, *The Widening World of Childhood: Paths toward Mastery* (New York: Basic Books, 1962).

5. True

   Immediately after their baby is born, parents describe and interpret their infant's behavior along sex-stereotypical lines. They describe daughters as softer, finer featured, smaller, and more attentive; sons are seen as fussier, larger featured, better coordinated, more alert, stronger, and hardier. Newborn daughters are likely to be described as beautiful, pretty, or cute much more often than newborn sons are.

   Michael Lewis and Marisa Weintraub, "Origins of Early Sex-Role Development," *Sex Roles* 5:2, 1979.

6. False

   The difference in weight between girl and boy babies is statistically negligible. Boy babies are more vulnerable to physical problems in utero and suffer more than girl babies from congenital disorders.

   Ann Oakley, *Sex, Gender, and Society* (New York: Harper and Row, 1972).

7. False

   This is not a "natural" choice, since parents encourage children to play with "appropriate" male or female toys. Child psychologist and educator Jean Piaget has shown that if a child has some experience with an object and feels more comfortable with it, she or he will choose to explore that object further and turn to it for pleasure. It has also been shown that when adults are in a room with children who are playing with toys, the children are more likely to choose sex-stereotyped toys.

C. Seavey, P. Katz, and S. Zalk, "Baby X: The Effect of Gender Labels on Adult Responses to Infants," *Sex Roles* 1:1, 1975.

8. True
Studies show that fathers, through their comments and in the ways in which they play, sex-stereotype their children more than mothers do.

Ross D. Parke, *Fathers* (Cambridge, Mass.: Harvard University Press, 1980).

9. False
Fathers, and men generally, often feel incompetent handling infants, but the skills can be learned if they so desire. Their feeling of incompetence is mostly due to lack of experience. Studies have shown that fathers who are the primary parent are extremely competent and nurturant with their children.

Ross D. Parke, *Fathers* (Cambridge, Mass.: Harvard University Press, 1980).

Part 2: Education

1. Teachers' expectations strongly influence students' achievements.
   ( ) True
   ( ) False

2. Gifted women do not achieve prominence in professional and managerial occupations to the same degree that men do.
   ( ) True
   ( ) False

3. The majority of women have a "motive to avoid success."
   ( ) True
   ( ) False

4. For women, success in competitive situations may produce negative social sanctions.
   ( ) True
   ( ) False

5. The presence of sex-role stereotyping in tests from four major publishers is documented.
   ( ) True
   ( ) False

6. Differing treatment of boys and girls does not necessarily limit them in inspiration and achievement.
   ( ) True
   ( ) False

7. A mother's employment outside the home affects children's school performance.
   ( ) True
   ( ) False

Answers and Research Documentation for Part 2

1. True

   In a famous study that drew nationwide attention, researchers proved that people usually do what is expected of them. The study reports on an experiment in which a group of elementary school children were labeled "gifted" to their teachers when in fact these students were randomly selected. Eight months later these "magic" children showed significantly greater gains in IQ than the remaining children, who had not been singled out for the teachers' attention. The change in the teachers' expectations regarding the intellectual performance of these allegedly special children had led to an actual change in their performance. The implications of this study for the education of girls are that social expectations that surround students strongly influence their outcome.

   Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom* (New York: Holt, Rinehart, and Winston, 1968).

2. True

   A longitudinal study of more than 1,300 intellectually gifted men and women began when they were ten years old and ended at age forty five. As adults, 86 percent of the gifted men in the study had achieved prominence as professional leaders and managers. Of the gifted women in the study who were employed, 37 percent were nurses, librarians, social workers, and noncollege teachers. Twenty percent were clerical workers. Only 11 percent were in the higher profession of law, medicine, university teaching, engineering science, economics, and the like. A staggering 61 percent of these highly gifted women were full-time homemakers.

   Lewis M. Terman, ed., *The Gifted Group at Midlife: Thirty-five Years' Follow-up of the Superior Child* (Stanford, Calif.: Stanford University Press, 1959).

3. True

   Matina Horner, noted sociologist and president of Radcliffe College, has conducted research on females' "motive to avoid success" that shows how women perceive intellectual competition, independence, and competence as masculine characteristics. Because of their social conditioning, women try to avoid these characteristics.

   Matina S. Horner, "Toward an Understanding of Achievement-related Conflicts in Women," *Journal of Social Issues* 28:2, 1972: 157.

4. True

   In a study similar to the Horner research, the hypothesis was that for women, success in competitive achievement situations may produce negative sanctions, resulting in a motive to avoid success.

   Vivian P. Makosky, "Fear of Success: Sex-Role Orientation of the Task, and Competitive Condition as Variables Affecting Women's Performance in Achievement-oriented Situations" (Paper presented at the annual meeting of the Midwestern Psychological Association, Cleveland, Ohio, 1972).

5. True

   Research examined two aspects of sex discrimination in achievement tests: language usage and item content. In addition, occupational interest inventories were examined for restriction of individual choice.

   Carol K. Tittle, Terry N. Saario, and Carol N. Jacklin, "Sex-Role Stereotyping in Public Schools, " *Harvard Education Review* 43, August 1973: 386–416.

6. False

   Using a Products Improvement Test, researchers asked first-grade boys and girls to make toys more fun to play with. Many of the boys refused to play with the nurse's kit, protesting, "I'm a boy!" A few creative boys turned the nurse's kit into a doctor's kit and were free to think of improvements. Girls were reluctant to play with the science toys at all, thinking them unfeminine.

Paul Torrence, "Educating Women: No More Sugar and Spice," special section, *Saturday Review* 54, October 16, 1971: 76+.

7. True *and* false
The outcome of employment for the children depends on many factors other than just the fact of a mother's employment. Some of these factors are the nature of the mother's motivation to work, the mother's skill in child care and that of the substitute, the (mother's) presence or absence in the home, and the quality of the time spent with the child.

Eleanor E. Maccoby and Carol N. Jacklin, *Sex Differences in Intellectual Abilities: A Reassessment and Look at Some New Explanations* (Stanford, Calif.: Stanford University Press, 1972).

Part 3: Communication

How much do you know about how men and women communicate with each other? The twenty items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals—the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

1. Men talk more than women.
   ( ) True
   ( ) False

2. Men are more likely to interrupt women than they are to interrupt other men.
   ( ) True
   ( ) False

3. There are approximately ten times as many sexual terms for males as for females in the English language.
   ( ) True
   ( ) False

4. During conversations, women spend more time gazing at their partner than men do.
   ( ) True
   ( ) False

5. Nonverbal messages carry more weight than verbal messages.
   ( ) True
   ( ) False

6. Female managers communicate with more emotional openness and drama than male managers do.
   ( ) True
   ( ) False

7. Men not only control the content of conversation; they also work harder in keeping conversations going.
   ( ) True
   ( ) False

8. When people hear generic words such as *mankind* and *he*, they respond inclusively, indicating that the terms apply to both sexes.
   ( ) True
   ( ) False

9. Women are more likely to touch others than men are.
   ( ) True
   ( ) False

10. In classroom communications, male students receive more reprimands and criticism than female students do.
    ( ) True
    ( ) False

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11. Women are more likely than men to disclose information on intimate personal concerns.
( ) True
( ) False

12. Female speakers are more animated in their conversational style than male speakers are.
( ) True
( ) False

13. Women use less personal space than men do.
( ) True
( ) False

14. When a male speaks, he is listened to more carefully than a female is, even when she makes the identical presentation.
( ) True
( ) False

15. In general, women speak in a more tentative style than men do.
( ) True
( ) False

16. Women are more likely to answer questions that are not addressed to them.
( ) True
( ) False

17. There is a widespread sex segregation in schools, and it hinders effective classroom communication.
( ) True
( ) False

18. Female managers are seen by both male and female subordinates as better communicators than male managers are.
( ) True
( ) False

19. In classroom communications, teachers are more likely to give verbal praise to female students than to male students.
( ) True
( ) False

20. In general, men smile more often than women do.
( ) True
( ) False

Answers to Part 3

1. True
2. True
3. False
4. True
5. True
6. True
7. True
8. False
9. True
10. True
11. True
12. True
13. True
14. True
15. True
16. True
17. True
18. True
19. False
20. False

Handout

Alternatives to Sexist Language

A. Rewrite the italicized words to make them equal or parallel for men and women.

1. the *fair sex*, the *weaker sex* — women, females
2. *girls* in the office/men in the office ____________
3. man and *wife* ____________
4. *old maid*, bachelor ____________
5. career man, career *girl* ____________
6. The works of Hemingway, Steinbeck, and Miss Buck were widely read. ____________

B. Rewrite the examples so that stereotypes about men and women are not reinforced.

1. The founding fathers — the founders
2. Pioneers moved west, taking wives and children with them.

   ____

3. In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.

   ____

4. Al listened tolerantly to the ladies' chatter.

   ____

5. Math problem: Susie bought a doll for $3.68, and Billy bought a toy truck for $3.50. How much more did Susie pay?

   ____

6. Select the owner of a business and make pictures for the bulletin board of the people he must pay and the materials he must purchase.

   ____

   ____

7. The secretary who does not make the most of her physical appearance is doing herself an injustice.

   ____

   ____

8. The social worker concentrated her skills in family practice.

   ____

9. Have students find out where their fathers work.

   ____

C. Rewrite the following words and phrases so that they are nonsexist and inclusive.

1. early man ____________________
2. housewife ____________________
3. fireman ____________________
4. motherhood ____________________
5. when man invented the wheel ____________________
6. history of the Black man in America ____________________

D. Offer alternative words that are better or nonsexist.

Sexist	*Better or nonsexist*	*Sexist*	*Better or nonsexist*
manpower		mankind	
man-made		mailman	
forefathers		manhood	
brotherhood		women's lib	
Miss		gal	
Mrs.		everybody did his work	
Mrs. Jack Jones		coed	
policeman		workman	
chairman		statesman	
lady		congressman	
authoress, heiress		housewife	
		lady lawyer, lady doctor	

Handout

The Hunts at Home

The plumber Hunt was weary from a long day at work, but as she turned the key to open her apartment door, her spirits rose.

"Hi, Hon. I'm home!" she bellowed. "What's for dinner? It smells great!"

"It should smell great," came the indignant reply from the kitchen. Maria Hunt knew her husband was out of sorts. And from experience she also knew that nothing she could say or do would perk him up.

"I've been in this kitchen all day. Nice of you to come home just in time to eat dinner. As for me," Paul said, wringing the dishtowel, "I'm sick and tired of being a house husband!"

The barrage ended abruptly as the Hunt children, Maria Jr. and Evan, came tearing into the kitchen. As always, Maria Jr. was the first to get her mother's ear. "Oh, Mom, I'm so glad you're home. That male teacher of mine gave us the tryout rules today. He said, 'If a student is less than five-foot-three, she can't try out for the team.'"

"Is he crazy, that teacher of yours? Just like a man to make a big deal out of nothing. You're every bit as much a woman as someone twice your size!"

With that, Evan cut in—by dangling his latest knitting project in his mother's face. Evan, like most boys, wasn't particularly forceful. Even as his mother turned to face him, he wondered—as he often did—whether his knitting deserved as much attention as his sister's basketball problem. And to be honest, it didn't.

Handout

Loss of Female Potential: A Report Card

There is a steadily growing body of research documenting loss of academic ability and sense of self-esteem that female students experience as they progress through school. Following is what might be termed a report card, representative rather than inclusive, that gives some sense of this loss of human dignity and potential.

- Intellectually, girls start off ahead of boys. They begin speaking, reading and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges: girls' performance on ability tests begins to decline. Male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts.
- As boys and girls progress through school their opinions of boys become higher, and correspondingly, their opinions of girls become lower. Children are learning that boys are worth more.
- Grade school boys have positive feelings about being male; they are more confident and assertive. In contrast, girls are not particularly enthusiastic about having been born female. They are less confident about their accomplishments, their popularity, and their general adequacy.
- By the time they reach the upper elementary grades, girls' visions of future occupations are essentially limited to four: teacher, nurse, secretary or mother. Boys of the same age do not view their future occupational potential as so limited.
- Although women make better high school grades than do men, they are less likely to believe thatthey have the ability to do college work.
- Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman using her intelligence.
- Of the brightest high school graduates who do not go on the college, 57-90% are women.
- The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity.
- College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual motive to avoid success.

Obviously, we cannot assume that school alone is responsible for these findings. However, there is growing documentation that sexist practices do pervade our society, and as our major institution for socialization, schools play a major role in this process.

The Myth of the Monolith

Educational systems reflect the values and practices of the larger society. If the larger society is sexist, racist, and based on economic, cultural, and historical inequities, it is unrealistic to expect educational systems to be devoid of these inequities.

Opening paragraph and list reprinted with permission from the authors, Myra Sadker and David Sadker.

There is no more important goal in the nation than achieving equality of opportunity and equality of reward among all persons, regardless of their sex, racial, or ethnic characteristics. Reports of social indicators for equality point to several persistent tendencies toward inequality. In the area of education, people of color and women are more likely to be behind in school, not enrolled in high school, without a high school or college education, educationally overqualified for the work they do and earning less than comparably educated white males.

Most students of color and females have greater relative school delay and nonattendance than white males. And students of color are overrepresented in special education classes and receive more than their fair share of suspensions and corporal punishment. For instance, though African American students make up approximately 16 percent of the student population in public schools, they receive 30 percent of all suspensions and 31 percent of instances of corporal punishment, and make up 35 percent of educable mentally retarded classifications. Although Hispanic students make up 10 percent of the public school population, they represent only 5 percent of gifted and talented placements.*

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* Analysis of Elementary and Secondary Civil Rights Survey data by the National Coalition of Advocates for Students.

Handout

Why Men Die Younger

by Albert Rosenfeld

American men live and labor under a double handicap: an inborn biological weakness and the unrealistic expectations of our society. But there are ways in which we can help this endangered species. . . .

Is there an American male who still clings stubbornly to St. Peter's conviction that woman is "the weaker vessel"? Let him browse through a recent report called "Leading Components of Upturn in Mortality for Men," issued by the National Center for Health Statistics.

Males do start out in this country with a numerical advantage: 105 boy babies are born for every 100 girls. But they die off so much faster that, in the population at large, it's females by 100 to 95. In later life, moreover, males fare even worse. In the age range from 65 to 74, they are outnumbered by 100 to 79. Over age 75, there are only 65 men for every 100 women.

Why is the nursery almost the only place where males outnumber females? Because males maintain a steadily higher mortality rate at all times of life, from childhood through old age.

Paradoxically, the male's shortcomings reside in part in the very characteristics which always seemed to prove biological superiority. A man, on the average, has a bigger, more muscular form. He weighs more. He can run faster and carry heavier loads. Because he uses up more energy, though, his lungs must take in more oxygen, his heart must pump harder, his blood must contain a greater number of red cells to carry more oxygen to more body cells—each of which works at a somewhat faster pace than the cells in a woman's body. In word, his metabolic rate is higher; he burns faster.

Though females get sick more often, they also recover more often. Statistics show that males succumb to every major disease more readily than females do. Moreover, males are heir to dozens of genetic diseases which females hardly ever get. They are more susceptible to arthritis, gallstones and migraine headaches (name the ailment, and men probably have more of it). When nutrition is poor, boys starve sooner than girls do. Girls are better able to endure shock, exposure, fatigue.

Thus the relative endurance and abundance of women are due at least in part to what anthropologist Ashley Montagu has for years been calling "the natural superiority of women." But they are also due in no small measure to cultural factors that render boys and men more vulnerable to a whole spectrum of pressures. Not only does the male's sex put him at a biological disadvantage, but his assigned sex role—what people expect of him—puts him at a psychological disadvantage as well. This in turn accentuates his biological handicap.

A boy always has to be doing something to prove masculinity. A girl just is. Tom Sawyer walks precariously along the top of the picket fence to show off for Becky. All she has to do is sit on the porch and be impressed (or not be). For a boy with an already insecure ego, it doesn't help to feel his father's disappointment in his failure to make the team. A young man in any way doubtful about his sexual prowess is made doubly anxious by the boasting—about real or imaginary exploits—of his friends.

All through his life, the male competes—to achieve, to make money, to acquire prestige and status, to "be a man." His virility is always on the line. He drinks greater quantities of alcohol and contributes most of the statistics to the alcoholic tables. He smokes more, and gets more lung cancer—and also more of almost every other kind of cancer. Though women are not immune to heart attacks or stomach ulcers, these are overwhelmingly masculine afflictions. Among stutterers, it's males by 5 to 1.

Condensed from *Star*, Sunday magazine of the *Kansas City Star*, October 15, 1972. Reprinted with permission from the November 1972 ***Reader's Digest***.

Women may be "more emotional," but more men are emotionally disturbed. (All over the world, more males than females have nervous breakdowns, more males than females commit suicide.) Biology again? A weaker nervous system? Perhaps. But it may be that women's very freedom to be emotional, to show and express their feelings, permits them to let off steam, while men are expected to sit on their emotions. No safety valve—hence, bang!

Moreover, when men are subjected to stressful circumstances, they react with greater anxiety and insecurity. In bad times, for instance, a man may lose his job. So may a woman, of course, and when she does, she loses her income, too. But a man loses more than just that; he loses his all-important image as provider, and his ego is dealt a severe blow.

All this is not to say that women have an easier life. What they do have is better survival odds. And most women, once they understand this, would wish to improve the odds for their men as well. No one looks forward to loneliness at the end of life.

What, then, can we do to begin reversing the pattern of premature male deaths? We cannot, of course, alter the male's biological handicaps. We can, however, do a great deal to ease the cultural pressures acting upon him. First, we must recognize how drastically what men do has changed in recent years. Second, we must start acting on this recognition.

Evolution programmed into man's genes the qualities he needed for his ancient roles as provider (hunter) and defender (warrior). These qualities have served him well throughout history. He had to be swift, strong, durable and competitive to survive, to protect hearth and home, to feed his mate and offspring.

How all that has changed! There aren't very many of the old challenges left anymore. About the only way the briefcase-carrying commuter can demonstrate heroism is by outsmarting someone who is trying to catch the same taxi. Even on the farm, machines do most of the heavy work. In business, the emphasis has switched to such qualities as the ability to get along with others, to keep employees happy, to maintain an intelligent concern for the community and environment.

Yet society trains a male for the same, no-longer-existing tasks. As a result, he is never sure what he's supposed to do or be. At a cocktail party, he is likely to be uncommunicative and drink too much. At home, he is puzzled and frustrated at his inability to provide the tender understanding and sensitivity that his wife and child increasingly expect of him. Because art, music and poetry were avoided in his youth as sissy subjects, he now feels uncultured. In a word, he feels cheated because the definition of manhood has changed, and nobody prepared him for it. The resulting pressures and frustrations literally make him sick and shorten his life.

To remedy the situation, we must take a hard look at some of our basic biases about masculinity:

Aggression and violence. A boy should learn early, just as girls do, that there are ways to settle quarrels without fists or sticks or stones. He should know how to defend himself (so should girls), but he shouldn't be pushed into fighting, or made to feel he's a sissy if he doesn't like to fight.

Sports. Too many boys are taught that it's effeminate to prefer poetry and music to say, fishing or football. Certainly, sports constitute a marvelous outlet for male energy—and female energy, too. But individuals differ radically. If a boy prefers to pursue non-athletic interests—as long as he's encouraged to get all the exercise his good health requires—he should not be made to feel less manly for it.

Expression of feelings. A male should not be required, just because he is a male, to keep a constant cork on his emotions—though that's what all his popular movie and television heroes, from John Wayne to James Bond, still do. Why shouldn't a male of any age demonstrate affection openly when he truly, warmly feels that way? Why should it be unmanly to weep when tragedy strikes, to cry out in rage at disaster, or indignation at indignities? A boy who can express himself openly is less likely to explode into violence, while the man who works at staying cool all the time may wind up unable to care about anyone.

Marriage roles. Now that many women *want* to lead more varied and interesting lives and now that men are learning to admit what they've always really known—that a woman is just as likely as a man to be bright, competent, adventurous—both sexes can begin to share the joys and burdens formerly considered the unique province of one or the other. Women will earn more of the money and see more of the world outside the home. Men will have more time to indulge in the pleasures of fatherhood. They'll have time, too, to help their wives inculcate in their own children sex roles and attitudes that are more in keeping with current realities.

Competitive drives. In a computerized world, where "man's work" may be vastly different from what it once was, why force the ancient roles on him? And why, on a personal level, continue the competition for prestige and money after the family's needs are fulfilled? Continuing to work at something challenging, especially as it contributes to your own and other people's enjoyment and fulfillment, is, of course, healthy, rewarding, and can add to life's happy years. What shortens them is competition-by-habit, competition that leads to nowhere by anxiety. Relieved of this self-imposed pressure, men are more likely to drink less, smoke less, and, in general, be more sensible about taking care of themselves.

These suggestions do not constitute a program to weaken the male sex but rather to strengthen men's *humanity*. Men who succeed in following them will not only have a marked effect on the mortality statistics; they will be much more fun for their wives and children—and grandchildren—to have around during those extra years.

Handout

Checklist for Evaluating Sexism in Children's Books

The following checklist is designed to help you examine the images of males and females that are presented in children's books. The few questions listed below focus on the most frequently occurring sexist messages. The checklist is meant to be used in examining an individual book. However, you may want to duplicate this copy and evaluate your whole book collection. In using this checklist to look at your library's books, keep in mind that the whole collection should represent a balance of positive images of girls and boys. You may need to add some books to your collection to achieve this balance.*

1. Who is (are) the most important characters(s) in the story? M F

   Male(s) (write names) ____

   ____

   Female(s) (write names) ____

   ____

   What human quality does she/he (do they) portray? ____________________

   ____

2. Are the male characters people you want children to model? Y N Why? (Why not?)

   ____

   Are the female characters people you want children to model? Y N Why? (Why not?)

   ____

3. Are men and women pictured about the same number of times? Y N
   How many men are shown? ________ How many women are shown? ________
   Are girls and boys pictured about the same number of times? Y N
   How many girls are shown? ________ How many boys are shown? ________

4. How many pictures are there of active girls (girls who are running, building, doing something)? ________
   How many pictures are there of quiet girls (girls who are watching, sitting, waiting)? ________
   How many pictures are there of active boys (boys who are running, building, doing something)? ________
   How many pictures are there of quiet boys (boys who are watching, sitting, waiting)? ________

From *Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers*, Women's Action Alliance (Newton, Mass.: WEEA Publishing Center/EDC, 1980), pp. 55–56.

* Authors' note: And, in addition to the items on this checklist, keep in mind that the girls, as well as the boys, should be representative of a variety of races and ethnicities, and the book should show girls and boys who are both able-bodied and disabled, and include both children and older adults.

5. Does the story show women or girls as stereotypically "feminine" (such as females who are incompetent, always caring for younger children or small animals, overly emotional, not fun to be with, mean)? Y N

(specify the stereotyped image) ____________________

____

Does the story show men or boys as stereotypically "masculine" (such as males who are overly competitive, overly aggressive, never tender, always clever, able to perform unrealistic acts)? Y N

(specify the stereotyped image) ____________________

____

6. What role(s) do the women play in the story (Check all the answers the apply.)

_____ Mother
_____ Teacher
_____ Community Worker (specify job) ____________________
_____ Other (specify) ____________________

What role(s) do the men play in the story? (Check all the answers that apply.)

_____ Father
_____ Teacher
_____ Community Worker (specify job) ____________________
_____ Other (specify) ____________________

7. Are the illustrations attractive and appealing to young children? Y N

Is the story well written (on the children's level of understanding and able to hold their interest)? Y N

Is the story relevant to the children's cultural and/or geographic experience? Y N

Is this a good book for all children [i.e., nonsexist, culturally representative]? Y N

Comments: ____________________

____

____

Handout

There's No Unisex in the Nursery

by Michael Lewis

Parents do not treat an infant daughter the way they treat an infant son. Mothers talk to their girls more and cuddle their boys less. This may explain why girls later become more verbal than boys, and boys more independent than girls.

For a long time psychology has been concerned with individual differences. Its root question continues to be: how and why are individuals (and groups) different from one another? Just as revealing would be a psychology that seeks ways in which people are similar to one another or seeks educational programs that result in similar performance among different persons. Psychology might more profitably concern itself with the process that produces individual differences than with the differences themselves.

This concern with individual differences is mirrored in society. It is particularly noticeable in matters pertaining to gender, especially sex as a physiological fact. Many persons have found that a formerly unexceptional statement like "Boys and girls are different" now sets off furious blasts among interest groups from women's liberation to gay liberation. On the basis of present information, no one can demonstrate either that the differences between the sexes are solely learned or that they are biologically determined. I am here concerned with what we can observe happening in the life of a very young child as a function of his or her sex.

Female Precocity

Mothers and fathers respond to boy infants in one way and to girl infants in another way. To take just one of many instances, girl infants are talked to much more than boy infants are. This fact is sometimes advanced to explain female precocity—girls acquire language much earlier than boys. Yet research has shown that girl infants respond more to auditory stimuli than boys do, and this would suggest a basic biological difference that parents, presumably being the most acute and interested of observers, respond to.

All we can say at the moment is that an infant's sex is very important to his or her parents. Long before the birth of their child, before they know how big it will be, what kind of temperament it will have, whether it will be healthy or not, parents express (or suppress) their preferences for the sex of the child, and select names that will label it according to its sex. (I am, of course, talking about the American culture.) In some societies, the naming process is frequently a more individual thing, depending on the unique circumstances of birth, time or place; in others, the individual often names himself, at a time that he deems proper, in response to some interior vision of his life's significance or to an external event that in some ways bears upon his sense of himself.

In 1969 L. W. Sontag, W. G. Steele and I studied fetal behavior in the last three months of pregnancy. Although we obtained no direct data, it was our distinct impression that mothers responded to the activity of the fetus in a sex-differentiated way. When the fetus was active—if it kicked and moved a great deal—the mother interpreted this as a sign that the child probably was male. And all of us are familiar with folk wisdom that relates a child's prenatal position to its sex—boys supposedly are carried high and girls are carried low.

After the child is born, parents vary their behavior qualitatively and measurably according to the child's sex. As early as three months of age, boys and girls are behaving in measurably different ways. Which parental behaviors contribute to these sex differences?

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Touching and Talk

I shall concentrate on the mother-infant dyad, because it is fundamental to personality and social development. Let's use the term *attachment behavior* to describe the variety of actions that make up the intense, interpersonal relationship between mother and infant. It is convenient to distinguish among two broad classes of attachment behavior. The first, which I'll call *proximal* behavior, has to do with physical contact—touching, holding, rocking caressing, kissing, etc. The other, called *distal* behavior, has to do with activities that achieve or maintain contact other than by touching: smiling, looking at, talking to, gesturing at, etc.

In a series of related studies, my collegues and I have analyzed the behavior of mothers and infants. We studied the infants at the ages of 12 weeks, six months, and 13 months. In the first two series of studies, we visited in the series, for the 13-months-olds, we added an experimental setting that we called a free-play situation. This was a room marked off into squares and containing a number of toys. We asked each mother to sit in a chair and watch her child play for 15 minutes. As we observed the mothers and children, we analyzed four major types of behavior: vocalization, looking at, touching, and proximity-seeking (how far from the mother the child ventured, and how long he or she remained in areas distant from the mother). At the end of the 15-minute session, we placed a fence, which we called a frustration barrier, in the middle of the room, seperating mother and child.

These studies show that from the earliest age, girl infants are looked at and talked to more than boy infants. For the first six months or so, boy infants have more physical contact than girl infants, but by the time boys are six months old, this reverses and girls get more physical contact and more nontouching contact.

By the time they reach 13 months, boys venture significantly farther from their mothers, stay away from their mothers for longer periods of time, and look at and talk to their mothers less often than do girls of the same age.

Boys play more vigoursly with toys, often banging them together, and play significantly more with nontoys (doorknobs, light switches, and other room equipment). A boy also responds with more overt aggression to the frustration barrier; he attempts to get around it, instead of standing in the middle of the room and crying.

In trying to explain these results, I might first point out that what the parent does to the infant, the infant is likely to do back. This is, in fact, the implicit intent of most behavior, and this is why we can refer to most behavior as socializing—as intended to indicate or shape acceptable social responses. It seems clear that moving the infant from physical-contact interaction to nontouching interaction is an early and major end of the socialization of interpersonal behavior.

From Physical to Visual

Face-to-face, frontal, bodily contact between infant and mother must eventually change to the visual-verbal interaction of adults. The mother, therefore, moves the child from a close physical contact with its social world to an essentially visual contact. Many different methods are used in this shift. One is simply to turn the infant from a face-to-face to a face-to-back position, the infant facing away from and not touching the mother. This is done with an easy, usually gentle, turning motion. Another technique is to attract the attention of the infant away from the mother by pointing out something in the environment or suggesting that the infant play with some distant object.

This socialization process is carried out and completed, for the most part, within the first two years of life. However, boys are moved along faster than girls are. One-year-old girls are allowed and encouraged to spend significantly more time touching and staying near their mothers than boys are. Girls, too, are moved away from physical contact with their mothers, but later than boys—and the separation process seems to be less severe for girls than for boys.

It is difficult to explain why, during their child's first six months of life, mothers touch boy babies more than they touch girls, perhaps boys are more valuable to the mother than girls. Or boys may be more fretful and upset at birth than girls; newborn boys do in fact cry more than girls, possibly as a consequence of more traumatic birth experiences. It may also be that boys are more readily quieted by physical stimilation than girls are, while auditory stimulation more readily hushes girls. Each of the possibilities deserves investigation.

After this six-month period of "proximal grace," boys are hustled away quickly from touching contact with the mother. The motive appears to be cultural; mothers believe that boys should be more independent than girls and that they should be encouraged to explore and master their world. Exploration, independence, mastery, and other aggressive behaviors or qualities are antithetical to any close personal contact. In any case, mothers have started to move their sons away from physical contact by the age of six months, and by the age of 13 months, male children show significantly more exploratory and autonomous behavior than girls do. The behavior of fathers toward their children shows similar patterns and apparently has similar motives.

The Touch Taboo

There clearly is some relationship between these sex-differentiated behavior patterns in childhood and in adult life. In American society, especially in the "traditional" or Puritan-evolved America, we find that men and women are allowed considerably different degrees of freedom of touching. In general, men may touch women only when sexual relations are possible and acceptable, and may not make physical contact with other men except in circumscribed or unusual contexts. In great excitement—at a football game, for example—men are allowed to embrace or hug other men. In extreme emotional distress, as in combat, a man may collapse into the arms of another man; but in general, men touch other men only if they are performing a prescribed service such as barbering or doctoring.

While women in our culture are somewhat restricted in touching men, they are allowed much more contact with other women. They may embrace each other or in many circumstances dance together. It is highly appropriate, indeed incorporate in the feminine ideal, for women to be physically affectionate with children. It is less appropriate for men to demonstrate such physical affection.

Men and women also seem to respond differently to certain kinds of stress, such as overcrowding. In a crowded room, men tend to become more edgy, hostile and aggressive. In the same overcrowded conditions, women tend to become friendlier. It may be that the possibility of unwanted or unacceptable physical contact is in some way responsible for heightened aggression among males.

It is important to recall that I have been talking about a culture in some unitary sense. While these sex-related stereotypes may be true for large segments of our culture, and are generally reflected in the mass media, they are by no means universal. Among Americans of Italian, Greek, Armenian or Jewish ancestry, for example, there appears to be more physical contact among men. It has been noted that Mexican-Americans, Puerto Ricans, and other Latin Americans tend to stand somewhat closer in casual conversation, generating subtle unease in Anglo-Saxons. Infant socialization practices may account in part for such cultural differences.

Liberating the Men

It might be wondered if anything in these findings is relevant to the women's liberation movement. In part, they seem to indicate that in interpersonal relationships, women have more freedom of action and more available, more acceptable ways to express their feelings. This freedom of emotional expression represents a great advantage, one that is to some extent nullified by feelings of self-hate that are common to all groups that are exploited, powerless, or discriminated against.

It should be obvious that I assume touching to be a primary expressive medium, and that I hold that expression of feelings is necessary and good. One is not likely to have his needs fulfilled if he cannot express them or if he must disguise them to the point of unrecognizability. But in societies like our own in which competition is extremely important—in which an individual's self-esteem and happiness are directly flavored by his acquisitive success or lack of it—touching and the emotional responsiveness it engenders may be a severe disadvantage. For this reason, intense social pressures on males discourage interpersonal closeness. Ironically, these counterpressures are initially expressed through the mother, and may have as their essential content a simple frustration of vital needs.

It is probably no accident that the new social movements combine a partial rejection of masculine ideals like intense competitiveness or clearly defined sex-related roles with an intensification of touching and feeling interactions, and that these new movements all have a communal rather than individualistic flavor. Knowing this, people interested in feeling and in group interaction must move toward an embrace of the feminine ideal—the feminization rather than the masculinization of our society.

Chapter 6

Session III: The Nonsexist Family Day Care Home

General purpose: To present skills and techniques that enhance effective caregiving

Agenda Summary

- Introduction
- Review
- Discussion
- Break
- Role playing
- Group Ending Exercise
- Announcements
- Workshop Evaluation

Materials Needed

- Large sheets of newsprint
- Markers and tape
- (alternate: chalkboard, chalk)
- Three-by-five-inch cards for role playing

Handouts

- Program Areas to Evaluate
- Play Areas
- Observation Checklist
- Handouts for Parents:
- Parents' Lookout Sheet
- Introducing Parents to a Non-Sexist Approach
- Nonsexist Parenting Inventory
- Training Evaluation

Introduction
10 minutes

Welcome and presentation of session goals: to learn how to apply specific planning strategies in day-to-day family child care.

Review
5 minutes

Ask for questions or comments on the articles handed out at the preceding session. Hold up these materials, and remind participants of the title and main idea.

Ask the group: Do you think we need to make changes on behalf of boys and men as well as females? Why or why not?

Discussion
60 minutes

Sex-Role Stereotyping in Neighborhoods.

Discuss what sex-role stereotyping looks like in the participants' communities and/or ethnic groups. (Options for the process: The leader can either record on newsprint what is identified by neighborhood or ethnic group, *or* divide participants into groups by neighborhood or ethnicity and have each group develop its own list and report to the whole group.) To conclude, state that the lists will be helpful for the time later in the session related to parents and how to work with them on issues of sex-role stereotyping.

This section of the workshop is planned to answer the question raised by the previous two sessions: Now that we see the problem, what can we do about it?

1. WE CAN structure the environment for children.

Distribute the handout "Program Areas to Evaluate." Review the list and explain what materials and activities should be evaluated in each program area. These are ways that providers can structure the environment to enable all children to experience a full range of learning and playing activities.

The young children in a family day care program are learning about the world of adults by the everyday physical arrangement of the home. The way the providers arrange their rooms and things in the rooms tells the children about that world. Those physical things are the bridge by which children capture impressions of the world outside themselves and translate them into forms they can understand.

Things in the home to think about:

- Is the home egalitarian, democratic, to free the provider and family from rigid, stereotyped roles?
- Is the home arranged to encourage the children to do many things independently (e.g., hang up coats, reach shelves, clean up)?
- Do the children have opportunities to understand that the family day care provider is working during the day?

Following are examples from Selma Greenberg's fine book *Right from the Start: A Guide to Nonsexist Child Rearing*. They apply to a family day care home as well.

- Is the father treated like company when he comes home in the afternoon? Does he have special places—some quite elaborate (e.g., den, shop, special chair)? If the father has a special place, does the mother also?
- Does the mother keep a tight grip on "her" home?
- Are the routines so rigid that spontaneity, creativity, and enthusiasm are stifled?
- Has the decision been made to live with simple furnishings that require minimal maintenance?

Distribute the handout "Play Areas" to expand the discussion. Ask participants to comment.

Discuss nurturing activities that can be planned. Begin with reference to studies showing that

- before the age of four, both girls and boys have similar interests in nurturance toward babies

- by age three both boys and girls associate baby care with being female
- after age four boys show less interest

Child care providers can make a difference by

- exposing young children to babies in the family day care home
- guiding the children's experiences with the babies and modeling caring behavior
- having children observe men and older boys "caring" for infants
- promoting nurturance of other things, such as pets, plants, and flowers

2. WE CAN arrange the space to promote growth.

Distribute the handout "Observation Checklist." Call attention to its usefulness in looking at the way family day care providers can arrange play space to promote individual skills. The checklist can be used in any early childhood environment to evaluate whether both boys and girls are using all the areas.

3. WE CAN be role models for the children.

Give examples for each of the following ways to model nonsexist behavior. Ask for others.

Language usage
"We're going to take a walk today to Frankford Avenue, where the workers are fixing the street."
"Mary, those new sneakers are going to help you run and climb!"
"Willie, you had a rough day and I know you are sad and feel like crying."

Respect for the individuality of the child
Hold on your lap a boy whose feelings have been hurt and give him some hugging and extra time with you.

Independence and assertiveness
When the wheel on the tricycle falls off, the caregiver gets the toolbox and fixes it.

Relationship with parents
When the mother and father come to pick up their infant, the caregiver asks the father to finish diapering and dressing his child.

4. WE CAN change behavior that differentiates on the basis of sex.

Provide examples of behavior based on stereotypes:

- Paying more attention to boys than to girls, regardless of whether boys are misbehaving.
- Giving longer and more detailed answers when responding to boys' questions than to girls' questions.
- Giving boys directions for doing things on their own, but showing girls what to do or doing things for them.
- Rewarding girls for dependent behavior, while giving boys positive reinforcement for independent as well as dependent behavior.

- Restricting girls, who are likely to stay near the provider, by tending to remain in the "table work" activity area and avoiding activities that use blocks and outside equipment. Most providers have these tendencies; by being aware of them, providers can be on the alert to avoid giving girls messages of "learned helplessness." (Allow a brief time for discussion after presenting this information.)

5. WE CAN resolve possible conflict with parents.

With the group, list areas of concern that parents might have about changing traditional sex roles. Some to consider:

- could destroy tradition (especially cultural)
- is a matter for white, middle-class women
- can lead to homosexuality
- is antimale
- belittles housewives

Ask participants to think about the best way to help parents understand that it is the responsibility of adults to provide nonsexist social and educational experiences for children, resulting in children's healthier identities and greater opportunities.

Suggest to the group that the book *William's Doll*, by Charlotte Zolotow (New York: Harper and Row, 1972), is useful to share with parents as well as children.

Guide the discussion to help participants think about how they will alleviate parents' anxieties. Distribute handouts for parents: "Parents Lookout Sheet," "Introducing Parents to a Nonsexist Parenting Approach," and "Nonsexist Parenting Inventory."

Break 15-minute break

Role playing
60 Minutes

6. WE CAN practice and reinforce nonsexist behavior.

It is suggested that training leaders read about role playing in preparation for this exercise. A good resource is the chapther entitled, "Advice for Trainers" in *The Child Care Resource and Referral Counselors and Trainers Manual* by Nancy Mullen–Windler and Susan Twombly.

Procedure. Divide participants into pairs or small groups. Make up three-by-five-inch cards on which are copied various statements or situations. Distribute the cards, and give the following instructions: "These cases are typical ones that arise in a family day care setting. Read the situation or statement on each card; then tell the group how you as caregiver would change or react to the gender messages in these situations. We will report back to the whole group at the conclusion of this portion of the session." (The facilitator should note that there are discussion stimulators included after some of the situations.)

Statements:

"You can't be the doctor—you're a girl!"
"Andrew, I'm surprised at you; little boys don't cry."
"Stop shoving and pushing, Sarah—it's not ladylike."
"Josh is a sissy—he's playing with a doll."

Situations:

a. A two-year-old girl comes to the center every day in frilly dresses. As a result, she doesn't participate in active play and is afraid to use the art materials because she might get dirty.

b. A father walks in on a little boy playing with dolls. He takes the provider aside to talk about turning his little boy into a "faggot."

c. A little boy with an apron on is in a kitchen corner. The father takes him by the hand and says, "Men don't do that."

d. A mother tells you, the provider, that she is concerned about David because he often plays with dolls in child care. "What should I do about it?" she asks. "Maybe it's because he lives with just me and never sees his dad."

e. When discussing jobs that grown-ups do, most of the girls say they plan to be "mommies." The boys say they want to be "firemen," "army men," race car drivers, astronauts, and so on.

f. Tommy, age two, arrives at his center resplendent in a new "Superman" cape. Denise, also two, toddles up to him and says, "I want!" Tommy says, "Mine," and Denise begins to cry repeatedly, "I want, I want." Tommy's mother, in an effort to comfort and distract Denise, says, "Come on, Denise, even though a girl can't be 'Superman' you can be a beautiful ballerina. Let's go into the dress-up area and find you a costume." Denise reluctantly follows Tommy's mother into the dress-up area while Tommy goes to find Fred and Billy, his special day-care friends.*

Discussion Stimulators:

Did Tommy's mother really comfort Denise? What effect do you think this situation had on Denise? On Tommy? What other strategy could have been used? How do you think the situation might have been handled if a boy toddler had wanted Tommy's cape?

g. Frank, who is not quite three, is just getting over the chicken pox. He is at home with his grandmother and his sister, Evie, who is eighteen months old. Frank had been out of his day-care program for more than a week, and he is feeling quite restless. He is playing on the floor with all his cars and trucks. Evie is sitting in a high chair playing with her teddy bear. The doorbell rings and in walks Frank's caregiver, who came to visit and bring him get-well cards from his friends. The children's grandmother takes Evie out of the high chair and sits her on the couch between herself and the visitor. When Frank's caregiver gets on the floor to play with him, Evie tries to run over and join them. Grandma, pulling her back to the couch, says, "No, Evie, you stay here with me. You mustn't get dirty."

Discussion Stimulators:

Discuss the different ways in which Grandma meets Frank's and Evie's needs as young children. Is it likely that Evie also was stuck in the house for more than a week? Was Evie expected to be restless? Discuss Evie's restrictions in terms of the needs of a young toddler. What do Grandma's actions say about her expectations concerning girls and boys? What are the implications of the differences in Frank's and Evie's toys?

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*Items f through k are reprinted with permission from *Beginning Equal: A Manual for Nonsexist Child Rearing for Infants and Toddlers*, Women's Action Alliance, Inc., 1983.

h. The following incident takes place in a center where the parents are in a training program and are able to spend their lunch hours with their children. It is after lunch, and two-and-a-half-year-old Peter sits isolated and crying. His mother is not there. The other parents are busy taking their children into the nursery for nap time. No one is paying attention to Peter. After about five minutes, a mother comes over to him and says sympathetically, "Oh Peter, why are you crying?" A father immediately walks over and says, "I'll teach you to write your name." Peter continues to cry while the adult amuses himself by writing Peter's name on the blackboard. The first mother returns and says, "You want me to read you a story?" The father says, "His Mommy's not here," and, to Peter, "I'll get you a book." Peter takes the book and goes to lie down for a nap.

Discussion Stimulators:

Analyze the differences in the father's and mother's attempts to meet Peter's needs. Is there a difference in the way the father and mother handled Peter's sadness? Do you think the adults' reactions might have been different if Peter were a girl? If so, how? The ways in which adults react to a child help to shape the way that child sees her/himself. What is Peter learning, or not learning, about himself in this incident? How else do you think the adults could have reacted to Peter's crying? Why do you think men, generally, have such difficulty in expressing their emotions?

i. A young female toddler, just learning to walk, pulls herself up to a standing position. The caregiver encourages her to walk, and says, "Oh, pretty!" when the child's lace-covered rubber pants are revealed. The child takes her first steps, and the caregiver says admiringly, "Don't you look pretty!"

Discussion Stimulators:

Discuss the appropriateness and the implications of the caregiver's reaction to the child's accomplishment. If a young male toddler was taking his first steps, do you think a caregiver would say, "Don't you look pretty?" What kinds of things might a caregiver say to a boy baby in this situation? What sorts of things do adults notice and admire about baby girls? And baby boys? Do you think adults are more interested in the appearance of girls than the appearance of boys? If so, how might this affect girls?

j. The caregiver begins to clean up. She sings out, "Clean up time!" She asks the only girl in the room (twenty-three months old) to help clean up by putting all the red, all the blue, etc., bristle blocks in the box. This little girl had been playing with the bristle blocks for the preceding five minutes, but the four boys in the room had been playing with them for about forty minutes a bit earlier. The girl works with the teacher, and the boys wander over to the bench, sit down, and wait to have their shoes put on to go outside.

Discussion Stimulators:

Discuss the implications of this incident. Does this situation sound familiar? Why do you think the caregiver treated the boys and the girl differently? What are the boys and the girl learning about what is expected of them? What are they learning to expect from other people? What do children learn while cleaning up? What do they learn by getting out of cleaning up? Do you think it is easier to get girls to clean up than boys? Why or why not? What could the caregiver have done differently to support the boys' and girl's growth?

k. Five toddlers, four boys and one girl, are sitting in the book corner with the two female caregivers. All four boys are gathered around one of the caregivers looking at a book of trucks. She is commenting on the trucks and asking the boys to see them. One boy becomes upset when he is not allowed to turn the page when he wants to. The caregiver asks the other to pass him a book of his own. She offers him *The Three Little Kittens,* and without waiting to see the child's reaction, the first caregiver says, "No, give him one with trucks." At the same time, the only girl in the book corner is with the second caregiver looking at a photograph album/homemade book of a class trip. The caregiver then picks up the girl and places her on her lap while they look at a book called *Babies.*

Discussion Stimulators:

Discuss the sex-role messages being transmitted to the boys and girls in this situation. What are the ways in which the caregivers' behaviors are shaping boys and girls differently? Assuming that the children picked out the books themselves, what could the adults have done to begin reversing sex-stereotyping? What does the caregiver's body language tell the children?

Group ending exercise

10 minutes

To assist the participants in processing what they learned during the session, ask them to respond to the following:

"I learned . . ."
"I discovered . . ."
"I was surprised that . . ."
"I would like to learn more about . . ."
"One thing I liked was . . ."
"One thing I did not like was . . ."

Announcements

5 minutes

Announcement of any follow-up activities that are scheduled.

Workshop evaluation

15 minutes

Hand out the "Training Evaluation" sheet for participants to complete before they leave the session.

Handout

Program Areas to Evaluate

Housekeeping Corner/Dramatic Play Area. Look at what kinds of clothes and props are there. Put in more briefcases, suitcases, and vests, and fewer purses and high heels. Use boys' clothing instead of men's, which is generally more bulky and heavy. Half-slips make good skirts, and nightgowns make great dresses. Also put in scarves and plain pieces of material of several lengths to allow for imaginative play. Have several different items—such as a broom, iron, telephone, play vacuum, stove, refrigerator, and desk—to allow for all kinds of housekeeping roles.

Dolls. It is important for both boys and girls to learn nurturing and sensitivity, as well as general parenting skills. Have as many boy dolls available as girl dolls (preferably anatomically correct). Dolls should reflect all ages and ethnic origins, not just white baby dolls. Boys and girls should be encouraged to play with them. Avoid highly feminine dolls such as Barbie or highly masculine dolls such as GI Joe.

Cooking. Do cooking exercises that let boys participate in the same manner as girls. Find books showing Daddy cooking, not just eating and being served. Invite male members of your household or parents to lead a cooking project. Do a field visit to a restaurant that uses female and male chefs.

Blocks. Encourage the girls to build with the blocks, even setting aside some "time for children who don't usually play in this area." Encourage them to build roads, buildings, houses. Block building teaches math concepts, spatial relationships, and cooperation. Make available accessory materials, such as wooden or plastic people and cars, to supplement the imaginative play, making sure the professions are presented in a unisex fashion.

Outdoor Play. If the provider is a woman, she can serve as a role model—get involved with active play outside, showing girls it is okay to be active, to play ball, run, get dirty, and play bus driver or airline pilot. A role model who sits and watches is reinforcing the passive role of the female in our society. As the role model, wear appropriate clothing, such as jeans or sweatpants, with appropriate shoes for the weather. Make all activities available to all children equally, and encourage everyone to try everything—jumping, climbing, running, using the sandbox, playing ball, and so on.

Clothing. Talk with the parents about clothes the children wear. Remember, children should come to day care in "work clothes," since play is child's work. Discourage patent leather shoes, frilly dresses, or, for boys, good pants with dress shoes.

Tools and Carpentry. Let the boys and girls use hammer, nails, saw, and screwdriver equally. Encourage everyone to try these tools out, and be sure to treat girls and boys the same in terms of expectations. Avoid remarks like, "That's fine, Ted—you can do it by yourself" but "Here, Mary, let me help you so you don't hurt your finger."

Arts and Crafts. This work develops eye-hand coordination, small muscle control, attention span, and self-discipline. Although arts and crafts are traditionally a less sexist activity, we still give off hidden messages in our comments to boys and girls about their art or craft. Avoid comments like, "That's a pretty picture, Susie," or "Look how neat Laura's picture is." From a behavioral standpoint, make sure the expectations are the same. Don't say, "Billy gets paint all over because you know how active little boys are."

Books. Look for books that show girls and boys and men and women in nontraditional sex roles. Look for books in which the girls are pictured just as often as the boys. Find books showing boys and men being sensitive and caring, as well as crying. Have male parents or household members read to the children.

Photos. Have pictures of different kinds of families, traditional and nontraditional. Show how a family day care home is a family unit. Have pictures of family members doing nontraditional male-female activities; look for magazine pictures that exemplify this. Create a "Jobs Poster" that shows men and women in different careers equally.

Laundry and Cleaning. Let boys and girls help equally with dusting, vacuuming, sweeping, and sorting and folding laundry in the family day care home. Show the importance of cooperation by all family members.

Cars and Trucks. As with block building, encourage the girls to play with the cars and trucks. Have a variety available, from construction vehicles and fire trucks to sporty cars and vans. Again, plastic or wooden people complement this activity. Make sure everyone gets the opportunity to build roads for the cars in the dirt or sandbox.

Games. Encourage all children to participate in games. Avoid passive games for the girls and more active ones for the boys. Lead the children in stories and songs that show everyone participating equally. Look for nonsexist games, such as a paddleball board; play scenes lotto; and Duck, Duck, Goose.

Puzzles. Look for puzzles that depict nonsexist roles for men and women: men nurturing, women in construction jobs, boys reading, girls playing ball, boys being nurses, girls being doctors. Two suggestions: "Dressing and Undressing" from Childcraft (20 Kilmer Road, Edison, NJ 08817) and "Crossing Guard" from Judy Puzzles (General Learning Corporation, Morristown, NJ 07960).

Records. Free to Be You and Me, available through record stores. Excellent nonsexist songs, games, and so on.

Toys and Packaging. Find toys that don't specifically imply use by one sex or the other. Look for sets of people, toys showing men, women, boys, and girls in all walks of life equally. Take toys out of their store packing so that one sex or the other is not a factor to the children in your care. Think of innovative ways to use traditional toys in nontraditional ways. Example: Don't buy a doctor kit or a nurse kit; instead buy a stethoscope that all can use equally to be whatever they wish.

Field Trips. Take the children on trips to places where they can see people in nonsexist roles. Visit a woman farmer, a restaurant with a male chef, women cab drivers, male nurses in hospitals, women doctors, or fathers who stay home to care for the kids while Mom goes out to work. Go to the firehouse or the police station and see men and women working equally.

Sewing. Take children to a dry cleaner showing men as tailors. Encourage boys to do sewing projects. At first you may have to have another "time for children who don't usually play in this area" to get them started.

Handout

Play Areas

Goal: To create and maintain a physical environment that encourages girls and boys to jointly participate in and explore concepts, interests, feelings, activities, and skills free of stereotyping.

A. *Suggested action* Create a "Me" center.

Step 1 Create a "Me" center instead of a dress-up corner.

Step 2 Assemble an assortment of clothing that will entice children to role play being anywhere and anybody. Include some of the following items:

- big girls' and big boys' clothing, which is not so cumbersome as adult clothing
- bathrobes or robes like judges wear, which are neither "masculine" nor "feminine"
- briefcases and purses, badges and pins, and costumes and uniforms as well as everyday clothing
- a long mirror to reinforce images of "me" in traditional and nontraditional roles

Step 3 Encourage children to "try on" being a police officer, nurse, doctor, postal carrier, train conductor, cowpuncher, or sheriff.

Step 4 Explore with children and reinforce the appropriateness of behaviors in traditional and nontraditional roles.

B. *Suggested action* Create an extended block center.

Step 1 Add rubber or wooden animals and "people" dolls to the block center.

Step 2 Place vehicles in the center with the blocks.

Step 3 Encourage both sexes to use creativity in building zoos, airports, hospitals, or other buildings and landscapes.

Step 4 Encourage adults of both sexes to participate in the play to demonstrate that designing and building can be fun for everyone.

C. *Suggested action* Create a home or life center.

Step 1 Create a home or life center instead of a doll center.

Step 2 Add as many items as possible that are functional for both sexes:

- tablecloths that are tailored or frilly
- aprons that are tailored or frilly
- cleaning equipment
- appliances and laundry supplies
- shoe-polishing equipment

- child-rearing equipment
- furniture other than "kitchen" tables and chairs

Step 3 Locate the carpentry center near the home center so that both sexes can "build" and "repair" or make accessories for the home center.

Handout

Observation Checklist

Typical Aspects of an Infant-Toddler Child Care Environment

Who is using these materials in your child care environment?

Materials/Areas	Activities	Skills Developed	Girls	Boys
Low shelves for toys	explore without adult help and initiate their own learning	develops independence and a sense of autonomy		
Child-size table and chairs	climb in and out of chairs without help (furniture is just their size)	develops independence and autonomy; affirms children's growth		
Some adult-size furniture	see their parents use it in comfort; climb in and out of it as if they would at home	communicates that parents are part of the center; creates homelike atmosphere		
High chairs close to tables	children in high chairs eat together with the children at tables and chairs	develops a social unit that includes everyone		
Cheerful changing area; more than one potty	talk to each other and to teachers; have fun together	gives good feelings about themselves and their bodies		
Space to close off for sleeping	different children are on different schedules; some sleep while others are awake	recognizes individual differences		
Materials (real and child size) for dramatic play	practice opening and closing; putting on and taking off; mimic adults	gives opportunities to explore the physical traits of things and to experiment with adult roles		
Blocks and other building materials	stack, knock down, and transport blocks	enables them to explore the physical traits of the material; learn aboutbalance, gravity; helps them acquire sense of competency		

Reprinted from Rachel Theilheimer, "Creating a Child-Care Environment for Infants and Toddlers," *Equal Play*, vol. 3, nos. 3, 4 (Summer–Fall 1982). Woman's Action Alliance, Inc.

Materials/Areas	Activities	Skills Developed	Girls	Boys
Art materials	begin applying paint and glue randomly and gradually develop their own process	teaches that there is no one right answer; enables them to explore physical properties of open-ended materials		
Large motor equipment	climb, slide, rock	gives them good feelings about their bodies; develops physical competency		
Pictures on walls of people, food	point to them and talk about them	builds language; develops social skill		

Handout

Parents' Lookout Sheet

The purpose of the following list is to provide you with some possible strategies for reducing the effects of sex-role stereotyping on your children. In deciding whether to utilize any of the suggestions, consider your own value system and any limitations of time and situation.

1. Go through your child's toys. Classify them as either (a) definitely female, (b) definitely male, (c) can't tell. Base your classifications on the normal societal perceptions of the toys. If a particular sex predominates, try to balance it with toys associated with the other sex.

2. If your child shows an interest in an activity normally attributed to the opposite sex, try not to react in an overly negative manner.

3. If you have a conventional family arrangement where the male works outside the home and the female is the primary nurturer, switch roles wherever possible. Working spouse can stay home and care for the children while nurturing spouse does part-time, volunteer, or club work.

4. Reconsider your own roles. Do they model nonstereotypical patterns of behavior?

5. "Mommy" should do "daddy" things occasionally and "daddy" do "mommy" things around the house.

6. Monitor the television programs your children watch. Do they present a stereotypical view of sex roles? Try to limit viewing of such materials. Pick shows that present a balanced view. The shows on educational television are generally committed to doing this.

7. Choose your children's books carefully. Watch for excessive stereotyping. In considering traditional stories, weigh the value of the story with the possible harm. If you choose a traditional story, try to balance it with a nonstereotypical story.

8. Revise a favorite story to present a more balanced view of sex roles. Little Red Riding Hood could be rescued by a woodswoman.

9. Make up nonsexist bedtime stories to balance children's exposure to stereotyped stories.

10. Express your emotions to your children. Hug your son, roughhouse with your daughter. Encourage assertiveness, discourage aggressiveness.

11. Discipline daughters and sons equally.

12. Expose your children to a wide range of activities. Don't limit them to one area such as sports.

13. Point out to your children women and men who are in careers normally identified with the opposite sex. Do this in a way which demonstrates your approval.

From *A Just Beginning: Sex Equity Manual for Childbirth Educators*, Childbirth Education Association (Newton, Mass.: WEEA Publishing Center/EDC, 1981).

14. Watch your children at play. Are stereotypes present in the fantasies and situations they act out? Intervene to set the record straight: "Why don't you be the doctor, Amy, and you the nurse, Billy?"

15. Encourage your children to have role models of the opposite sex. Arrange for your daughter to spend extra time with her grandfather or your son with his favorite aunt.

Handout

Introducing Parents to a Nonsexist Approach

Emphasize what a nonsexist approach is—and what it is *not:* Just as a nonsexist curriculum does not require teachers to purchase special equipment or have a radically different approach to the classroom, parents don't have to "learn" anything in particular to incorporate a nonsexist philosophy into their everyday interactions at home. Nonsexist child rearing begins when parents heighten their own awareness of sexist influences and subtle messages. The goal, then, is to help parents help their children explore all of life's avenues and to give them the confidence to choose from traditional and nontraditional roles in any and every adult activity.

Help parents become aware of the hidden messages they give, often implying different "standards" of behavior for girls and boys. For example, they might look at the kinds of responsibilities they give their children: With older siblings, do the boys always take out the garbage and the girls always help with the dishes? Is more emphasis put on girls' dating and boys' participation in sports? With younger children, do the parents praise sex-associated traits, telling girls they're "good little housekeepers," and boys that they're "good assistants" when it comes to doing repairs? While these supposedly sex-linked traits do sometimes fit particular individuals, it's important for parents to analyze whether certain activities are suited to a child's interest and abilities—or whether cultural conditioning has caused them to make certain assumptions about their children or to reinforce particular characteristics based on gender.

Encourage parents to think of toys in terms of the skills they help develop, rather than worrying about what's "appropriate" for a girl or boy. Help them see that by denying children a wide range of experiences, they limit their opportunities. Girls need toys that stimulate manipulation and help them to understand spatial relationships—these are factors closely linked to mathematic and scientific skills in later years. And to become independent, competent, and resourceful human beings, boys need to experience various household and nurturing responsibilities.

Help parents become aware of the effect of the media, especially television, on how children view the world—which, in turn, influences how they view themselves. Parents who want to discourage sex stereotyping in their children have to realize the negative impact to stereotypical characterizations, especially in commercials. Of course, while parents can become more selective about the programs children watch, there's no escaping the influence of television. But at least they can become more critical of certain portrayals of males and females, pointing these out to their children and using the experience to spark thought-provoking discussions at home. Fostering this kind of critical awareness will not only offset sexist influences, it will help children develop a vital skill that they'll use throughout their lives: the ability to evaluate anything, ideas or products, that someone else tries to "sell" them.

Another way parents can combat the sexist overtones of media is by broadening children's awareness. They can point out nonstereotyped work roles outside the home. And at home they can become more aware of the impact of their own role models, not necessarily changing them, but perhaps emphasizing areas in which they don't assume "traditional" roles. For example, a mother who goes bowling or jogs regularly or undertakes a repair or construction project gives a subtle, but important, message by involving her children in the process. Fathers make a different kind of "statement" by asking children to help in the feeding and diapering of a new baby or, whenever possible, taking time to join his child's class for a special trip.

Talk to parents about the way clothing affects children's behavior. Little girls sent to school in party shoes and frilly dresses will have difficulty climbing and running and may even worry about soiling their "good" clothes. Teachers can

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From *Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers,* Women's Action Alliance (Newton, Mass.: WEEA Publishing Center/EDC, 1980), pp. 36–37.

put this into perspective by giving a humorous example of adult life—a construction worker dressed in a tuxedo, a mail carrier in a formal gown. Help parents see that functional nonsexist clothing, such as overalls, enables children to move freely, to experiment with space, and to give their bodies the exercise they need to develop the four components of fitness—strength, endurance, coordination, and flexibility.

Handout

Nonsexist Parenting Inventory

Instructions: The following questions are designed to help identify sex-role stereotyping. There are four sections, dealing with various types of parent-child interaction at home and at school.

If you do not know the answer to a question, indicate in the right-hand column how you can obtain the information needed for answering the questions.

	Yes	No	Don't know but could find out by . . .
1. Parents' verbal and nonverbal interaction with children			
Do you interact with males and females similarly with regard to			
a. the amount of time you spend with them?	____	____	____________
b. how often you praise them?	____	____	____________
c. behaviors and manners for which you praise them?	____	____	____________
d. how often you reprimand or punish them?	____	____	____________
e. behaviors for which you reprimand or punish them?	____	____	____________
f. the kinds of activities you do with them?	____	____	____________
g. how often you joke with them?	____	____	____________
h. the things you joke about?	____	____	____________
i. the language you use around them?	____	____	____________
j. the terms *(boys, young ladies)* you use to address them?	____	____	____________
k. the examples you use in discussions?	____	____	____________
l. maintaining eye contact with them?	____	____	____________
m. maintaining close proximity to them?	____	____	____________
n. touching them (to indicate either support or disapproval)?	____	____	____________
2. Treatment and behavior of children			
Do you treat females and males similarly with regard to			
a. standards for dress and appearance?	____	____	____________
b. norms governing language usage (slang, obscenities)?	____	____	____________
Do you have similar expectations for females and males with regard to			
a. extending traditional courtesies to one another?	____	____	____________

From *Expanding Options: Facilitator's Guide—Parent Workshop.* Center for Studies of the Person (Newton, Mass.: WEEA Publishing Center/EDC, 1984). *Expanding Options* material adapted from materials developed by the Resource Center on Sex Roles in Education.

b. standards of self-care (personal appearance, nutrition, rest, physical activity)?			
c. level and type of emotionality?			
d. planning lively, noisy activities and quiet activities?			
e. planning messy activities and neat activities?			

3. Home environment

Do you provide a full range of opportunities for males and females with regard to

a. household chores—indoor/outdoor?			
b. academic expectations?			
c. participation in clubs, lessons, athletic teams?			
d. providing a wide variety of toys and playthings?			
e. career options?			
f. interests (sports, crafts, music, etc.)?			
g. books?			

4. Role models presented to children

Do you provide a full range of female and male models with regard to

a. books with pictures of girls involved in active roles?			
b. pictures of boys in contemplative or caring roles?			
c. discussing sex-role stereotyping in books and other media (TV, cartoons, movies, magazines)?			
d. providing access to individuals in nontraditional occupations (male nurse, female doctor)?			

Handout

Training Evaluation

1. Please rate how well this training met its goals and objectives by using a scale of 1 (low) to 5 (high).

   Goals and Objectives:

   To explore your own beliefs regarding the roles of males and females
   1 2 3 4 5
   To explore what sex-role behaviors and stereotyping now exist in your community
   1 2 3 4 5
   To discuss what attitudes or behaviors in adults perpetuate sex-role stereotyping
   1 2 3 4 5
   To learn about the process of sex-role socialization and its effect on the developing child
   1 2 3 4 5
   To learn how sex-role stereotyping is reinforced in American culture
   1 2 3 4 5
   To learn skills and techniques that make you a better caregiver
   1 2 3 4 5
   To learn how to work with parents to combat sex-role stereotyping
   1 2 3 4 5
   To learn to find and use resources
   1 2 3 4 5

2. If you rated any item 3 or less, give suggestions for how this aspect could have been done better.

3. What workshop activities were most helpful and informative?

4. What workshop activities were least helpful?

5. Using the scale of 1 to 5, rate the following aspects of the training:

Communication	1	2	3	4	5
Facilities	1	2	3	4	5
Materials	1	2	3	4	5

6. For any item you rated 3 or less in the previous question, give suggestions for improvement.

7. Identify one thing you will do differently now that you have had this training.

8. Using the scale of 1 to 5, rate the trainers on the following dimensions:

Knowledge of subject	1	2	3	4	5
Skill in leading the group	1	2	3	4	5
Preparation for the workshop	1	2	3	4	5
Openness to participants' concerns and input	1	2	3	4	5
Ability to get the subject matter across to participants	1	2	3	4	5
Ability to stick to the timetable	1	2	3	4	5
Ability to stay on the topic	1	2	3	4	5

9. Identify anything in this training that you found offensive.

10. Any other comments you wish to make—suggestions or criticisms:

Chapter 7

Follow-up to Training

The training workshops will definitely accomplish one thing—stimulate thinking about the subject of sex-role stereotyping. That feels gratifying and frustrating at the same time. Those mixed feelings are the reason we suggest that announcements of follow-up activities be made at the end of the last workshop.

Individual and group follow-up support is critical to the ongoing practice of nonsexist behavior. This aspect of family day care is relatively new and has come about with the dramatic increase in the number of children in day care and the accompanying interest in professionalizing family day care. Because family day care has always been an isolated profession, the new training projects around the country, as well as proposed state training programs for providers, have been careful to build an ongoing support system. Advisors organize providers into support groups, hold periodic in-service training, provide resources, and visit the homes on a regular basis.

Follow-up activities are planned for three reasons:

- to carry on "unfinished business" from discussions or articles
- to reinforce the training and to support trying out new behavior
- to present possibilities for working with parents on attitudes and behaviors

The areas of training follow-up are

Home visits
Support group meetings
Meetings with parents
Conferences, articles, and journals

Home Visits

A very effective way to support the application of the training content in family day care homes is through scheduled visits for one-on-one time. These visits will strengthen the rapport between provider and advisor that has been established during the actual training period.

Happy to be ME in family day care!

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The home visit activities can be planned to model nonsexist behavior, to plan the purchase of toys and books, to demonstrate toys and books, to suggest activities for the children, to troubleshoot, and to discuss ways to bring parents to an awareness of nonsexist child rearing.

A valuable teaching tool for home visits is the collection of demonstration toys and books. These items can be used to show the value of materials that are not limiting. The home visits are an oppportunity to tactfully evaluate materials in the family day care home, to discourage stereotyping toys and books and to promote the demonstration materials.

The home visits to evaluate and support the training content might be perceived as intimidating. Home visitors/advisors will want to be mindful that the visits be conducted in ways that do not make the provider uncomfortable. Careful joint planning will bring about the best results and promote follow-through.

Support Group Meetings

Critical to the ongoing practice of nonsexist behavior are the group meetings for support. Family day care providers express a need for support group meetings on a fairly regular basis. Meetings offer the following benefits: specialized training, follow-up, sharing of resources, making of materials, and socializing. For example, a support group might be formed to talk about how to organize activities in family day care around themes that encourage all the children to explore the environment of the young child.

Such themes might include the following:

1. *Construction*
   Using neighborhood construction sites as a starting point, the provider and children might explore all kinds of building activities. The children can have toy trucks, earth movers, and other construction vehicles for playing outdoors, as well as small vehicles to use in pans of cornmeal indoors. Caregivers can provide children with all kinds of boxes and other building blocks. They can read stories about girls who are carpenters and builders.

2. *Cooking*
   Providers are encouraged to cook regularly with children. Cooking with children has many values—concrete experimenting with materials, measuring, cooperating, observing physical changes, and the pleasure of eating together. All children should take part in cleaning up as is appropriate to their age—washing dishes, wiping surfaces, putting things away. A neighborhood walk to a restaurant or bakery to see a man cooking is another activity.

3. *Mechanical*
   All children should have access to age-appropriate tools, and have a chance to build and repair with tools. The provider can engage children in exploring systems in the house—seeing how the plumbing works, where the pipes go, where water comes from and goes to, where the heat comes from, and so on.

Meetings with Parents

There are several possibilities for ways to reach out to parents, using the family day care home to build on the learning from the training.

Dad works with the children in family day care.

Issues participants identified in Session III should be considered when preparing to communicate with parents. Thinking about changing traditional ways, most often patriarchal ones, is hard; the path of least resistance is the status quo. Family day care providers are in a position to know a great deal about the cultural traditions of the children in their care—the traditions that are growth promoting and the ones that are inhibiting. The appeal for change in the areas of sexism and racism can derive from the principle that we care for our babies and young children in all respects to make possible all the options—all the doors and windows and horizons.

In Session III, participants were advised to be prepared for some concerns or hostility that parents may feel about old attitudes or behaviors in the process of change. Some of the issues of possible conflict that were identified in Session III may well require sensitive discussion with parents. Some individual discussion with parents will be necessary.

In addition, parents could be invited to a support group meeting with the focus on nonsexist child rearing. Chapter 8 suggests films, articles, and brochures to aid in structuring the meeting with parents. A workshop can be presented in a positive light by emphasizing that we all want our children to develop to their full potential and experience all possible ways to grow, learn, and feel good about themselves. And because it is likely that family day care providers and parents will be of similar ethnic and socioeconomic status, parents will likely be open to information about sex-role stereotyping and how damaging it can be.

Conferences, Articles, and Journals

Family day care advisors, associations, and child care resource and referral programs are all sources to alert providers to opportunities for ongoing learning and dialogue on the subject of sex-role stereotyping. There should never be a conference for people who work with young children that overlooks the issue of sex-role stereotyping of children and how to combat the problem.

Once family day care providers are sensitized to the problem and concerned about changes, they can have a far-reaching effect on the profession and its responsibility to open up the subject in all arenas. Articles in such publications as *Parents*, *Working Mother*, *Ms.*, and *Psychology Today* frequently discuss issues related to sex-role stereotyping. Another source of information, including both research and practical application, is journals, such as *Argus*, *Young Children*, and the *Journal of Child Development*. Providers should be made aware of publications from such places as the Feminist Press, the Women's Action Alliance, and the WEEA Publishing Center.

Chapter 8

Resources

This chapter should prove extremely helpful in preparing for and implementing the training program. The resources chapter is organized in the following manner:

Evaluation Tools

The first part of the resources chapter contains the different surveys, evaluation forms, and checklists used by CHOICE to plan and evaluate the effectiveness of the training program. These can be used as is or modified to meet the specific requirements of other training programs.

Other Reprints and Relevant Resources

This section contains additional materials that can be used to supplement session activities and homework or provide additional information on topics of special interest.

Additional Resources

In this section are listed training manuals and books that will provide background information, research data, and recommendations for training techniques to help the trainers prepare for the program.

Bibliography of Nonsexist Children's Books

This is an annotated list of nonsexist books for children. The age range/reading level of the book is also included in each description.

Examples of Toys

A general guideline for selecting nonsexist toys is suggested in this section. In addition, there are recommendations for "sex neutral" toys and examples of toys that promote sex-role stereotyping.

Evaluation Tools

The evaluation tools included herein are used at specific times in the process of the training. They have been developed to assess the effectiveness of the training for the family day care providers. Each evaluation tool is introduced with instructions for its use. The tools can be selected or not, depending on the facilitator's needs; however, the importance of collecting data at the time of the training should be emphasized. When the participants realize that future training can be improved and training funds acquired based on the training evaluation data, they will see the exercises in a positive light.

Please note that two important evaluation tools are located within the text—"Family Day Care Provider Survey" (pp. 29–31) and "Training Evaluation" (pp. 92–93). Both should be administered during the training sessions as indicated within the text.

Handout

Focus Group

Please complete the following information.

1. How many boys and girls are currently attending your day care program?

   Number of boys ☐
   Number of girls ☐

2. What ages are these boys and girls?

   Range of boys' ages: ☐ to ☐
   Range of girls' ages: ☐ to ☐

3. How many, if any, children do you have living with you, and what are their ages?

   Number of children: ☐
   Range of children's ages: ☐ to ☐

4. How many years have you provided home day care?

   Number of years ☐

5. Your age:

   Younger than 20 ☐
   20–29 ☐
   30–39 ☐
   40–49 ☐
   50–59 ☐
   60 or older ☐

6. Which racial group do you identify with?

   Asian ☐
   Black ☐
   Hispanic ☐
   White ☐
   Other (please specify): ____________________

Thank you.

Handout

Nonsexist Materials Use Form

Providers who agree to use this form will be giving valuable information about the selection and introduction of play materials (toys, books, puzzles, etc.) that are gender neutral. This evaluation tool may be the best opportunity to practice introducing a new doll (for example) to boys and girls in the family day care home.

Item being used: ______________________________

Provider's name: ______________________________

Sex of child using item: ________ Age: ________

Describe the following:

1. Child's initial reaction to item.

2. Your interaction with the child using the item.

3. Any negative comments or questions by the child in relation to the item.

4. Your response to the child's negative comments.

5. Any way in which the child related her or his own experience to the focus of the item (e.g., "My doctor is a woman too").

6. Frequency of use.

7. Additional comments after further use.

Handout

Provider Behavior Observation

This form allows the trainer or traveling advisor to document, during typical playtime, the interaction of the family day care provider with the children. There should be a great deal of flexibility as to the time this observation takes place. It should not be used in a pressured, artificial, or judgmental way.

Name ________________________________

Date of visit ________________________________

Advisor ________________________________

Number of children present __________ Boys __________ Girls __________

Half-hour observation during free play

1. Circle the most applicable description(s) of provider interaction with children observed:

   a. passive   b. active   c. caregiving   d. directive   e. as resource

2. Did provider encourage children in their play choices?

   a. yes   b. no   c. sometimes

3. If answer to item 2 is "yes" or "sometimes," give examples of such observations.

4. Describe any situation in which boys as well as girls were *encouraged* to be nurturing or to participate in cooking, art, or housekeeping play.

5. Describe any situation in which girls as well as boys were *encouraged* to be physically active and independent and were offered mechanical play.

6. Describe any comments or speech by the provider to the children that reinforces sex-role stereotyping.

7. Describe any comments or speech by the provider to the children that demonstrates a nonsexist approach.

8. Was there evidence that boys as well as girls were permitted to show their feelings? Explain.

9. Was there evidence that girls as well as boys were encouraged to be curious and brave? Explain.

Summary of observation:

Handout

Training Participant Follow-up Interview

Tell the focus group members that they have been selected to represent providers working with children after having completed the training. The purpose of the focus group is to see how its members are doing "in the swim" of child care and what difference the training is having on their family day care home program.

The following two checklists are self-explanatory and are to be used to document the follow-through after training of a nonsexist environment in the family day care home.

Did you attend both sessions of the training?

Have you discussed the training project with the parents of the children in your care?
Comments: ______________________________

____

____

Were the handouts distributed at the training helpful to you?
Comments: ______________________________

____

____

Was any one handout more helpful than the others? ______________________________

____

Did you follow through on any of the suggetions in the "Play Areas" handout? ______________________________

____

____

Do you feel that you have been more aware of the types of books, records, tapes, toys, and equipment you have purchased for use in your family day care home since taking the training? ______________________________

____

____

Did the training have any effect on the way you offer child care or on the activities you plan for children? __________

____

____

Handout

Checklist for Creating a Nonsexist Environment in a Family Day Care Center

Name____
Date of visit ____________________________________
Advisor _______________________________________
Number of children present ________ Boys ________ Girls ________

Observation Report

Check the areas below that were available to children during the visit.

Record whether the area was used by boys and/or girls and the approximate time spent in each.

Housekeeping Area

available ______
not available ______

Girls	Boys

Manipulative Toys

available ______
not available ______

Girls	Boys

Dramatic Play Area

available ______
not available ______

Girls	Boys

Large Motor Skills Area

available ______
not available ______

Girls	Boys

Nurturing Activities

available ______
not available ______

Girls	Boys

Creative Play

available ______
not available ______

Girls	Boys

Other (describe activities)

available ______
not available ______

Girls	Boys

Note whether the items listed are available in area specified.

Housekeeping Area	*Yes*	*No*
broom, mop, dustbrush, and so on	____	____
iron (play)	____	____
kitchen set (child's)	____	____
table and chairs (child's)	____	____
telephone	____	____
desk (child's)	____	____
desk accessories	____	____

Dramatic Play Area		
briefcases	____	____
suitcases	____	____
purses	____	____
boys'/men's clothing	____	____
girls'/women's clothing	____	____
boys'/men's shoes	____	____
girls'/women's shoes	____	____
lengths of fabric	____	____
scarves	____	____
hats of different occupations	____	____

Nurturing Area		
anatomically correct dolls	____	____
dolls depicting different ages	____	____
dolls reflecting different ethnic origins	____	____

General		
pictures of boys and girls	____	____
pictures of girls in active play	____	____
pictures of boys in caring roles	____	____
messy activities offered	____	____
noisy activities offered	____	____
variety of books depicting nontraditional roles	____	____
variety of tapes/records depicting nontraditional roles	____	____
photos of nontraditional and traditional families and duties	____	____
sand, water, and mud activities	____	____
cooking activities	____	____

Manipulative Toys	*Yes*	*No*
blocks (any kind)	____	____
cars and trucks	____	____
accessory pieces	____	____
puzzles (nonsexist)	____	____

Large Motor Skills Area		
riding toys	____	____
climbing toys	____	____
gym mat or mattress	____	____
balls (various sizes)	____	____

Creative Play Area		
carpentry tools	____	____
sewing or lacing cards	____	____
paint	____	____
markers or crayons	____	____
paper	____	____

Other Reprints and Relevant Resources

The following reprints and resources serve as additional tools for the evalutation of children's books and materials. They offer methods to analyze the materials for sexism and racism and innovative ways to combat these problems.

Handout

What Are We Really Saying to Children?

A Checklist for Evaluation of Books and Materials

Children receive messages from myriad sources within the context of the early childhood environment. We must be conscious of the messages which come through our words and actions and silences, and we must evaluate the messages inherent in the materials we provide. Only when we are deliberately selecting and evaluating can we hope that the messages children receive while in our care are consistent with the philosophy and goals of our programs. This checklist may be used in conjunction with the ideas for a staff meeting . . . or you may wish to ask parents, teachers, and other staff each to take a few books from your library and an equal number of photocopies of the checklist to review on their own (a quick, easy way to evaluate your entire library).

Look for the Messages in Children's Books

Evaluate the Characters

Yes	No	
☐	☐	Do the characters in the story have personalities like real people?
☐	☐	Do they seem authentic in the way they act and react?
☐	☐	Do they speak in a style and language that fits their situation?
☐	☐	Are they real people with strengths and weaknesses rather than stereotypes?
☐	☐	Are characters allowed to learn and grow?
☐	☐	Is their life-style represented fairly and respectfully?

Evaluate the Situation

☐	☐	Do the characters have power over their own lives?
☐	☐	Do they resolve their own problems and reap their own rewards?
☐	☐	Are human qualities emphasized?

Evaluate the Illustrations

☐	☐	Do the illustrations depict ethnic, age, cultural, economic, ability, and sexual differences respectfully? (Illustrations can be humorous; but they must fit the context of the story line and be consistent in portrayal.)
☐	☐	Do the illustrations and the text work well together to communicate the story?
☐	☐	Is the style of illustration appropriate to the story?

Evaluate the Messages

☐	☐	Do the messages conveyed, both directly and indirectly, respectfully and accurately portray the human condition?
☐	☐	Are there hidden messages which are demeaning in any way or which reinforce stereotypes?

Reprinted with permission of *Alike and Different: Exploring Our Humanity with Young Children*, edited by Bonnie Neugebauer, P.O. Box 2890, Redmond, WA 98073-9977.

Evaluate the Author/Illustrator's Credibility

☐ ☐ Does the author/illustrator's background and training prepare her or him to present this story? (Do not disregard, but do consider carefully, stories about women written by men, stories about people with handicaps written by people without handicaps, stories about one ethnic group written by another.)

Consider Your Selections as a Whole

It is not possible for any one book to portray all that we want to say to children, so it is important to look at your whole library:

☐ ☐ Are there stories about the contemporary life of a given ethnic group as well as tales and legends?
☐ ☐ Do the cultures represented in your library at least cover (and optimally extend well beyond) those cultures represented by the families in your program?
☐ ☐ Are there books in which the handicap or racial or economic difference is just part of the context for a story about people's lives, as well as books which focus on that particular difference?

Look for the Messages in Materials and Equipment

☐ ☐ Does this toy stereotype people by sex, race, age, family situation, physical or intellectual skills?
☐ ☐ Does the selection of materials as a whole represent the diversity of humankind?
☐ ☐ How long will this toy hold a child's interest?
☐ ☐ Can it be adapted or used in different ways to change with different interests and ages of children?
☐ ☐ Can it be combined with other play materials to extend its possibilities?
☐ ☐ Is it safe, sturdy, appealing?
☐ ☐ Does the packaging of the toy reflect diversity? (If not, throw it away or use it for discussion, and write to the manufacturer).
☐ ☐ Is the way in which children play with these materials consistent with your program's philosophy and goals?

Handout

Father Gander Nursery Rhymes

by Doug Larche

Nursery rhymes are among the first encounter with literature, cultural expectations and verbal stimuli that young children have. As such, they have an important and perhaps indelible impact upon the early formulation of perceptions of self, environment and relationships. Despite their fancy, innocence, and longevity, nursery rhymes offer a tawdry initial world view.

A study of one hundred of our most popular rhymes reveals a male-dominated, able-bodied, monocultural fairyland filled with sexism, anger, violence, environmental and nutritional ignorance and insensitivity to the human condition. The expectations are clear: girls may be flower-tenders, frightened curd-eaters, seamstresses, and imprisoned pumpkin shell residents, while boys can be kings, masters, candlestick-jumpers, scholars and wife-keepers. Boys dash off on adventures. Girls nurture children, staying pretty and unruffled. Girls can cry. Boys cannot.

These rhymes try to let little girls and little boys feel equally important. It attempts to provide shared experiences and expectations, create models of healthy relationships, encourage environmental and nutritional consciousness, suggest family planning, urge fair treatment of children and the elderly, teach acceptance of personal responsibility, illustrate the viability of the family unit, and demonstrate cultural plurality.

Jack & Jill
Finish the Job
Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Jill and Jack went up the track
To fetch the pail again.
They climbed with care, got safely there,
And finished the job they began.

Georgie & Margie
Georgie Porgie, pudding and pie,
Kissed the girls and made them sigh.
When the boys came out that day,
He asked them all to stay and play.

Margie Wargie, peaches and cream,
Hugged the boys and made them dream.
When the girls came out that day,
She asked them all to stay and play.

Jack & Jill Be Nimble
Jack be nimble, Jack be quick,
Jack jump over the candlestick!

Jill be nimble, jump it too,
If Jack can do it, so can you!

These rhymes are excerpted from the book *Father Gander Nursery Rhymes*. It may be ordered by sending a check for $14.45 (includes postage and handling) to Advocacy Press, P.O. Box 236, Dept. RP, Santa Barbara, CA 93102. Proceeds from *Father Gander Nursery Rhymes* help to support the Girls Club of Santa Barbara.

Handout

Checklist for Evaluating Early Childhood Materials

1. How many central characters are

minority male ______
minority female ______
white female ______
white male ______

2. Do males

	Yes	No
display emotions		
ask for help		
admit mistakes		
nurture others		
accept suggestions/criticisms		

3. Do females

	Yes	No
assert themselves		
direct activities		
solve problems		
use initiative		
display anger		

4. Is respect shown for

	Yes	No
females		
males		
minorities		
old(er) people		
handicapped people		
alternate life-styles		
different cultures		

Note: Watch out for little cuddly animals and adorable machines. They can be the most limiting of all. A huffy little determined he-train that doggedly puff-puffs to the top of the hill may have she-trains cheering him on—but seldom pulling at his side or in front of him. Be wary of charming Momma Bears who constantly decorate doorways, wearing little aprons and holding a broom in one hand, while waving goodbye to Papa Bear, who is on his way out into the world. Characters can give messages to children that will limit, not expand, their world.

Additional Resources

Audiovisual

Breaking Stereotypes: Teens Talk about Raising Children. Video. New York: Educational Equity Concepts.

Child Care Shapes the Future. Filmstrip and tape kit. New York: Council on Interracial Books for Children, 1982.

Men's Lives. Film. New York: West Glen.

The Time Has Come. Film. Arlington, Mass.: Third Eye Publications.

Books

Channeling Children: Sex Stereotyping on Prime Time TV. Princeton, N.J.: Women on Words and Images, 1975.

Czaplinski, S. *Sexism in Award-Winning Picture Books.* Pittsburgh, Pa.: Know, 1972.

Dick and Jane as Victims: Sex Stereotyping in Children's Reading. 2d ed. Princeton, N.J.: Women on Words and Images, 1975.

Gussin Paley, Vivian. *Boys and Girls: Super Heroes in the Doll Corner.* Chicago: University of Chicago Press, 1986.

Jenkins, Jeanne Kohl, and P. MacDonald. *Growing Up Equal.* Englewood Cliffs, N.J.: Prentice-Hall, 1979.

Leavis, R., and M. Sussman, eds. *Men's Changing Roles in the Family.* New York: Harworth Press, 1986.

Pogrebin, L. C. *Growing Up Free: Raising Your Child in the 80s.* New York: McGraw, 1980.

Sargent, Alice G. *Beyond Sex Roles.* 2d ed. St. Paul, Minn.: West Publishing Co., 1985.

Shapiro, J., S. Dramser, and C. Hunerberg. *Equal Their Chances: Children's Activities for Nonsexist Learning.* Englewood Cliffs, N.J.: Prentice-Hall, 1981.

Sprung, Barbara. *Nonsexist Education for Young Children.* New York: Citation Press, 1975.

Sprung, Barbara, ed. *Perspectives on Nonsexist Early Childhood Education.* New York: Teacher's College Press, 1978.

Stacey, Bereaud, and Daniels. *And Jill Came Tumbling After: Sexism in American Education.* New York: Dell Publishing, 1974.

Taube Greenleaf, Phyllis. *Liberating Young Children from Sex Roles.* West Greenwich, R.I.: Tot-Lot Child Care, 1986.

Training Manuals

Center for Studies of the Person. *Expanding Options.* Newton, Mass.: WEEA Publishing Center/Education Development Center, 1984.

Derman-Sparks, Louise, and the A.B.C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, D.C.: National Association for the Education of Young Children, 1989.

Mullen-Windler, Nancy, and S. Twombley. *The Child Care Resource and Referral Counselors and Trainers Manual.* St. Paul, Minn.: Toys 'n Things Press, 1989.

Women's Action Alliance. *Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers.* Newton, Mass.: WEEA Publishing Center/Education Development Center, 1980.

Women's Action Alliance and the Pre-School Association. *Beginning Equal: A Manual about Nonsexist Childrearing for Infants and Toddlers.* New York: Women's Action

Addresses for Selected Publishers

The Council on Interracial Books for Children, Inc. (catalog available: Resources to Counter Racism, Sexism, and Other Forms of Bias in School and Society)
1841 Broadway
New York, NY 10023
(212)757-5339

Educational Equity Concepts, Inc.
114 East Thirty-second Street, Room 306
New York, NY 10016

National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, DC 20009-5786

Skippack (catalog available: Children's Book Catalog)
Box 326
Kulpsville, PA 19443
(215)362-8868

Third Eye Publications
20 Woodland Street
Arlington, MA 02174

Tot-Lot Child Care Products
The Publishing Division
RR 2, Box 1486
Beaver Hill Road
West Greenwich, RI 02816

WEEA Publishing Center (catalog available: Resources for Educational Equity)
Education Development Center
55 Chapel St.
Newton, MA 02160
(800)225-3088/(617)969-7100

West Glen Films
1430 Broadway
New York, NY 10018

Women on Words and Images
30 Valley Road
Princeton, NJ 08540

Women's Action Alliance
370 Lexington Avenue
New York, NY 10017
(212)532-8330

Bibliography of Nonsexist Children's Books

Nonsexist Picture Books for Children

Birnbaum, Al. *Green Eyes.* New York: Western Publishing Co., 1953.

All about a cat's first year of life. A story of growth, changing seasons, and history.

Blood, Charles L., and Martin, Link; illustrated by Nancy Winslow Parker. *The Goat in the Rug.* New York: Parents Magazine Press, 1976.

A delightful story of how wool goes from goat to rug, giving a picture of a weaver's skill. The weaver is a Navajo woman who does traditionally valued work. The story needs some editing because there is an unfortunate comment about the woman's anglicized name being easier to say than her "Indian" name. Also, the star of the story is really the goat instead of the skillful weaver.

Brenner, Barbara; photographs by George Ancona. *Bodies.* New York: E.P. Dutton, 1973.

All kinds of bodies doing all kinds of things. It shows boys and girls in the nude, and, on the page showing bodily functions, it has a photo of a small boy on the toilet. A real breakthrough book.

Cohen, Miriam; illustrated by Lillian Hoban. *Will I Have a Friend?* New York: Macmillan, 1967.

A little boy on his first day at a child care center (taken there by his father) asks if he will find a friend at school. He begins the day feeling uncertain, but by the time he leaves, he's found many friends and feels more secure. It shows that boys have feeling of uncertainty and that a father can take part in his child's life.

Ehrlich, Amy; paintings by C.A. Porker. *Zeek Silver Moon.* New York: Dial Press, 1972.

This exquisitely illustrated book shows the spontaneous affection and humor between father and child. Zeek's father makes him a cradle and sings him a lullaby he made up.

Felt, Sue. *Rose-Too-Little.* New York: Doubleday, 1950.

A story of competence and achievement, with a little girl as the main character. Rosa wants a library card and has to learn to write her name to get one. She perseveres all summer in the city, and since Rosa is Hispanic, this has the added attraction of being a success story about a child of color.

Gaeddert, Lou Ann. *Noisy Nancy Norris.* New York: Doubleday, 1965.

Nancy is inventive and noisy. She finds out her noisiness is not always appreciated.

Gauch, Pat; drawings by Shimeon Shemin. *Grandpa and Me.* New York: Coward, McCann and Geoghegan, 1972.

A young boy recounts his intimacy with his grandpa and their shared love of nature.

Goldreich, Gloria. *What Can She Be?* New York: Lothrop, Lee and Shepard, 1972.

A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Two other "What Can She Be?" books portray the work of a broadcaster and a lawyer.

Grant, Anne; illustrated by Pat Howell. *Danbury's Burning! The Story of Sybil Ludington's Ride.* New York: Henry Z. Walck, 1976.

The story of a strong, courageous, and able sixteen-year-old woman who should be as widely known for her historic ride as Paul Revere. The book is beautifully illustrated in pastel-colored drawings and black-and-white pictures.

Hazen, Nancy. *Grownups Cry, Too.* Chapel Hill, N.C.: Lollipop Power, 1973.

A simple explanation of the kinds of experiences, both sad and happy, that make men and women and boys and girls cry.

In this "I Can Read Book" Arthur thinks he would rather be related to his pen pal who can arm-wrestle and do karate than to his little sister, who beats him at skip rope. When Arthur discovers who his pen pal is, he learns to appreciate his younger sister, and he learns that rope skipping is a skill too. Arthur and Violet are cared for by a babysitter, a very rare character in children's books.

Kantrowitz, Mildred; illustrated by Nancy Winslow Parker. *Willy Bean*. New York: Parents Magazine Press, 1976.

A little boy works through his anxieties about growing up and his first day of school with his teddy bear. Shows that little boys have fears too and how a stuffed animal can help them resolve these fears.

Kaufman, Joe. *Busy People and How They Do Their Work*. New York: Golden Press, 1973.

Although the ratio of jobs is five male to three female, two of the female jobs are nonstereotyped. All the job descriptions are simple and accurate. While not everything in this book is nonstereotyped, there are picture of a boy and girl roller-skating together, male and female telephone operators, and male and female postal workers.

Klagsbrun, Francine, ed. *Free to Be You and Me*. New York: McGraw-Hill, 1974.

While many of the stories may be too old for preschoolers, the book contains the music for all the songs on the record. Young children will also enjoy some of the poems.

Miles, Betty, and Joan Blos. *Just Think*. New York: Knopf, 1971.

Shows mothers who work outside the home, fathers enjoying their children, girls in action, and many other realistic and exciting facts of life.

Newfield, Marcia; illustrated by Diane de Groat. *A Book for Jodan*. New York: Atheneum, 1975.

Jodan's mother and father divorce, and Jodan and her mother move away. Her father helps her keep the close relationship they have by making her a book of the things they've shared and his comments to her. A very sensitive treatment of how the separation from a loved one affects children and what can be done to ease the pain.

Pellet, Elizabeth, K. Osen, and Marguerite P. May. *A Woman Is . . .* Aardvark Media, Inc. (1200 Mount Dioablo Boulevard, Walnut Creek, CA 94596), 1974.

This picture book of color photos tells in poetic form what a woman is by describing some of the many roles women fill. Women and girls are pictured as mother, artist, pilot, athlete, and scientist, to mention a few. The last page has blank spaces for the reader to fill in what she or he feels a woman is. There is excellent representation of various racial and ethnic groups, especially the usually absent image of the Asian-American woman.

Scott, Ann Herbert; drawings by Glo Coalson. *On Mother's Lap*. New York: McGraw-Hill, 1972.

A beautifully done picture book for very young children. An Eskimo boy shares his mother's lap with his baby sister and several toys, including his doll.

Sonneborn, Ruth. *I Love Gram*. New York: Viking, 1971.

A sensitive story about a young girl's love for her grandmother and her fear and sense of loss when Gram gets sick and is hospitalized. It is also the story of a family of color, headed by a working mother.

Van Woerkom, Dorothy; illustrated by Paul Galdone. *The Queen Who Couldn't Bake Gingerbread*. New York: Knopf, 1975.

An amusing retelling of an old German fairy tale. Both the king and the queen learn about choosing a mate for her or his inner qualities rather than looks. They also learn to do for themselves and to be considerate of each other.

Waber, Bernard. *Ira Sleeps Over.* Boston: Houghton Mifflin, 1972.

Ira would like to take his teddy bear to his first sleepover but is afraid his friend will think him a baby. When Reggie takes his teddy bear out of a drawer, Ira goes home (next door) to get his too. Shows that boys also need the comfort of stuffed animals.

Wikland, Ilon. *I Can Help Too!* New York: Random House, 1974.

A fine picture book for a toddler, done in durable cardboard with a plastic spiral binding. The toddler, whose sex is not readily identifiable, is shown doing simple chores and activities that a young child of four or five could very successfully carry out.

———. *See What I Can Do!* New York: Random House, 1974.

Another Wikland book of the same construction as *I Can Help Too!* The child in this book is about two years old and is pictured carrying out activities appropriate for a child of this age. It highlights such activities as taking off one's socks and using the potty, which is a good way to begin to help children develop a feeling of confidence in their abilities.

Wolde, Gunilla. *Betsy's Baby Brother.* New York: Random House, 1975.

Betsy learns what it is like to have a younger brother. Colorful line drawings show baby brother being breast-fed and Betsy helping to change his diapers. Little brother is anatomically correct. A positive story of sibling interaction that is real and natural.

———. *This Is Betsy.* New York: Random House, 1975.

The first of the Betsy books, which introduces the reader to a little girl much like the ones found in anyone's family. Tells about the times when Betsy is acting according to adult expectations and the other times when she's doing what she really wants to do.

———. *Tommy Goes to the Doctor.* Boston: Houghton Mifflin, 1972.

Tommy does to his teddy bear what his doctor (a woman) does to him.

Zolotow, Charlotte; pictures by Ben Schecter. *The Summer Night.* New York: Harper and Row, 1974.

A gentle story of a nurturing father and his little girl. When she can't go to sleep on a warm summer night, her dad figures out all sorts of ways the two can enjoy themselves.

———. Illustrated by William Pene Du Bois. *William's Doll.* New York: Harper and Row, 1972.

This well-written book is outstanding for the quality of both its language and its message. It is about a boy who wants a doll to nurture and the reactions of his family and friends to his request. When his grandmother explains to William's father her reason for buying William the doll he wants, she gives a moving account of the importance of the development of gentle and nurturing qualities in prospective fathers.

Preschool through Third Grade Fiction

Adoff, Arnold. *Black Is Brown Is Tan.* New York: Harper and Row, 1973. Gr. K–3.

The story of an interracial family, done in rhyme.

Alexander, Martha. *The Story Grandmother Told.* New York: Dial Press, 1969. Gr. K–3.

When her grandmother asks a Black girl what story she would like to hear, the young girl replies by telling the story herself in pantomime.

Anderson, C.W. *A Pony for Linda.* New York: Macmillan, 1951. Gr. K–3.

The odd coincidence of two inveterate horse lovers named Linda who meet at a horse show, win top prizes, and end up becoming the very best of friends.

Ardizzone, Edward. *Diana and Her Rhinoceros.* New York: Oxford University, 1979. Gr. K–3.

An ailing rhinoceros has escaped from the zoo, but capable Diana nurses it back to health. When a group of armed men comes to take the animal back, Diana turns them away.

Asbjornsen, P.C. *The Squire's Bride.* New York: Atheneum, 1975. Gr. K–5.

Originally a Norwegian folktale, this is the story of a rich squire who decides to marry his neighbor's daughter. The only problem is that the daughter has already decided he will not. How she outwits the old man, despite his collusion with her father, makes an amusing tale.

Ayer, Jacqueline. *Nu Dang and His Kite.* Orlando, Fla.: Harcourt Brace Jovanovich, 1972. Gr. 1–4.

Some colorful glimpses of a Thai village as the young hero, Nu Dang, tries to find his lost kite.

Babbitt, Natalie. *Phoebe's Revolt.* New York: Farrar, Straus and Giroux, 1968. Gr. 1–4.

The hero's rebellion is a consequence of her irritation with the fussiness and frills of her Victorian clothing. She likes the simple and straightforward look of her father's garments.

Baldwin, Anne Norris. *Sunflowers for Tina.* New York: Four Winds, 1970. Gr. K–3.

A young Black girl will not be deterred from cultivating her own garden, even though she lives in the center of America's biggest city.

Behrens, June. *Soo Ling Finds a Way.* Chicago: Golden Gate Junior Books, 1965. Gr. K–3.

Soo Ling helps her grandfather when his hand laundry is confronted with modern competition: an automatic laundry. How she helps him cope makes an engaging story.

Bemelmans, Ludwig. *Madeleine.* New York: Viking, 1939. Gr.K–3.

Bemelmans's unique drawings accompany the story, told in verse, of Madeleine's appendix operation and the ensuing complications that involve others.

———. *Madeleine's Rescue.* New York: Viking, 1973. Gr. K–3.

The love of a dog proves stronger than the strictures of a boarding school in France. Madeleine and her friends set tradition on its ear.

Berenstain, Stan, and Jan Berenstain. *He Bear, She Bear.* New York: Random House, 1974. Gr. PS+.

A pleasantly illustrated book in rhyme for new readers, about what boys and girls can do when they become men and women. Men and women are depicted doing all kinds of jobs "whether we are he or she."

Blos, Joan, and Betty Miles. *Just Think!* New York: Knopf, 1971. Gr. PS–3.

Among other such happy phenomena are children in solid rapport with their fathers; a full-fledged, well-functioning day care center; and a myriad of working mothers.

Blue, Rose. *I Am Here/Yo Estoy Aquí.* New York: Franklin Watts, 1971. Gr. K–3.

The difficult problem of a Puerto Rican girl adjusting to kindergarten is dealt with sympathetically, if somewhat superficially.

Boccaccio, Shirley. *Penelope and the Mussels.* Joyful World Press, 1971. Gr. K–3.

Penelope is a venturesome five-year old who flies a plane and takes care of her little brother. She takes him, along with a pair of attractive animal companions, on a mussel hunt.

Boegehold, Betty. *Pippa Mouse.* New York: Knopf, 1973. Gr. K–3.

The various adventures of Pippa Mouse, whose activities include building a door for her mouse house, testing out a bird nest for sleeping, and sliding on the ice on a birchbark sled.

Bonsall, Crosby. *The Case of the Scairdey Cats.* New York: Harper and Row, 1971. Gr. 1–3.

A switch on the traditional order of things: the boys are the scairdey cats instead of the girls, and the girls lock the boys out of their own clubhouse.

Brownstone, Cecily. *All Kinds of Mothers.* New York: McKay, 1969. Gr. PS–1.

The bond of love holds both white and Black families together whether mothers work or stay home.

Burton, Virginia Lee. *Katy and the Big Snow.* Boston: Houghton Mifflin, 1943. Gr. K–3

No one could handle the snow that buried the city better than Katy the tractor.

———. *The Little House.* Boston: Houghton Mifflin, 1942. Gr. K–3.

The all-too-modern story of a little house in the pastoral, spacious countryside that loses its individuality as it is overwhelmed by the encroaching city.

———. *Maybelle the Cable Car.* Boston: Houghton Mifflin, 1952. Gr. K–3

The threat of "progress" is personified by Big Bill, one of the gasoline buses meant to replace Maybelle and the other San Francisco cable cars. But Big Bill is defeated by the San Francisco hills, and so the cable cars survive.

Byars, Betsy. *Go and Hush the Baby.* New York: Viking, 1971. Gr. K–3.

Will keeps his little brother diverted through songs, stories, and sleight of hand.

Caines, Jeanette. *Abby.* New York: Harper and Row, 1973. Gr. PS–3.

A number of stereotypes are dealt with here: Mother not only does household chores, but she is also seen studying. Abby, an adopted Black child, successfully deals with brother Kevin, whose boast that he does not like girls turns out to be false.

Caldecott, Randolph. *The Milkmaid.* New York: Warne, 1882. Gr. K–3.

How a young man looks for a wealthy wife and finds, instead, a young woman who knows her own mind.

Chalon, Jon. *The Voyage of the Floating Bedstead.* Indianapolis, Ind.: Bobbs-Merrill, 1973. Gr. PS–3.

The fantasy adventures of a little girl.

Chapman, Kim Westsmith. *The Magic Hat.* Chapel Hill, N.C.: Lollipop Power, 1973. Gr. K–4.

The story of how toys came to be known as "boy toys" and "girl toys."

Charmatz, Bill. *The Little Duster.* New York: Macmillan, 1967. Gr. K–2.

A good-natured tale about a man who straightens up his apartment with the unwitting help of his dog.

Clifton, Lucille. *Don't You Remember?* New York: Dutton and Co., 1973. Gr. PS–2.

Tate is a four-year-old Black girl with a prodigious memory; she is unprepared for the surprise her family has in store for her.

Cole, Joanna. *Plants in Winter.* New York: Crowell, 1973. Gr. PS–3.

The strange and interesting story of how plants are able to protect themselves in winter is told by a botanist to her friend.

Danish, Barbara. *The Dragon and the Doctor.* Old Westbury, N.Y.: Feminist Press, 1971. Gr. PS–3.

A sick dragon is brought back to health by a young girl.

DeAngeli, Marguerite. *Thee, Hannah!* Garden City, N.Y.: Doubleday, 1940. Gr. 2–5.

The story of Hannah and the Underground Railway, which functioned before the Civil War. She comes to appreciate the significance of her simple Quaker dress as she helps smuggle a Black family out of the South.

Delton, Judy. *Rabbit Finds a Way.* New York: Crown, 1975. Gr. PS+.

One Saturday morning Rabbit is going to Bear's house to sample the carrot cake Bear always bakes on Saturday. But he arrives to find that Bear has overslept and has not made the cake. Rabbit, who has turned down several offers of food on his way, solves the problem by baking a carrot cake himself.

de Poix, Carol. *Jo, Flo, and Yolanda.* Chapel Hill, N.C.: Lollipop Power, 1973. Gr. PS–2.

The similarities and differences among the La Raza triplets are shown. We also see the three girls with their friends and family and get an insight into their thoughts and dreams.

Eastman, Philip D., and Roy McKie. *Snow.* New York: Random House, 1962. Gr. 1.
An engaging story of two little girls playing in the snow.

Eichler, Margrit. *Martin's Father.* Chapel Hill, N. C.: Lollipop Power, 1971. Gr. PS–1.
One of the more instructive, sympathetic stories about the single parent–child relationship. In this case, a father and his son cope with all the day-to-day problems of running a household. The story also shows the father and son in their lighter moments.

Ets, Marie Hall. *Play with Me.* New York: Viking, 1975. Gr. PS–1.
The forest is presented as a friendly place, not a foreboding one, where a little girl plays by a pond and meets nice animals.

Fassler, Joan. *Howie Helps Himself.* Chicago: Albert Whitman, 1975. Gr. 1–3.
A story about a child with a disability who learns that even though he is dependent on others to perform some basic everyday tasks, he is still an individual person. How he deals with himself, his family, and his schoolmates make an instructive manual as well as moving story.

Freeman, Don. *Dandelion.* New York: Viking, 1964. Gr. K–3.
A lion is "done up" in such an outrageous fashion that he is not even recognized by his friends. Luckily, he gets caught in a cloudburst that washes out his curls and frills and he resumes his normal appearance; as his real self he rejoins his friends.

———. *Hattie, the Backstage Bat.* New York: Viking, 1970. Gr. K–3.
The peccadilloes of a bat that contributes to the action on stage when a theater opens. Hattie is, in fact, largely responsible for the play's success.

Gaeddert, Lou Ann. *Noisy Nancy and Nick.* Garden City, N.Y.: Doubleday, 1970. Gr. PS–3.
An exploration of the noisy city by Noisy Nancy and Nick, her friend.

———. *Noisy Nancy Morris.* Garden City, N.Y.: Doubleday, 1965. Gr. PS–1.
Poor Nancy discovers that even though she has fun making noises, and even though it's creative, her audiences don't always applaud.

Garber, Nancy. *Amy's Long Night.* Chicago: Albert Whitman, 1970. Gr. K–3.
To celebrate her sixth birthday in grown-up style, Amy and her dog stay up all night by themselves.

Garelick, May. *Just Suppose.* New York: Scholastic Book Services, 1969. Gr. K–3.
A lot of supposing is done by both boys and girls who pretend that they are many different animals.

Gauch, Patricia Lee. *Christina Katerina and the Box.* New York: Coward, McCann and Geoghegan, 1971. Gr. K–3.
Despite the existence of a stereotypical mother, this story has some value in depicting creative play. Using an empty shipping carton, Christina makes a variety of buildings as well as a racing car.

Gill, Joan. *Sara's Granny and the Groodle.* Garden City, N.Y.: Doubleday, 1969. Gr. K–3.
Sara's granny is a colorful character, and thanks to her, Sara is able to take off on flights of fancy.

Goffstein, M. B. *Goldie the Dollmaker.* New York: Farrar, Straus and Giroux, 1969. Gr. K–3.
In this gentle story, the forest provides shelter and working materials for Goldie, who supports her simple life by making and selling dolls.

———. *Two Piano Tuners.* New York: Farrar, Straus and Giroux. Gr. PS–3.
Since her grandfather is a piano tuner, and since she admires him a great deal, Debbie decides that she, too, wants to be a piano tuner, and so she becomes his apprentice.

Goldsmid, Paula. *Did You Ever?* Chapel Hill, N.C.: Lollipop Power, 1971. Gr. PS–K.

A nursery rhyme book that gives children the chance to act out the things they think they would like to be.

Goodyear, Carmen. *The Sheep Book.* Chapel Hill, N.C.: Lollipop Power, 1972. Gr. PS–2.

An idyllic setting on a California farm where a farmer tends her sheep. It is a story that shows sensitivity to the sights and sounds of the pastoral life.

Grant, Sandy. *Hey, Look at Me!* Scarsdale, N.Y.: Bradbury Press, 1973. Gr. PS–1.

There are vibrant action photographs of city children, adults, animals in this ABC book.

Greenberg, Dan. *Jumbo the Boy and Arnold the Elephant.* Indianapolis, Ind.: Bobbs-Merrill, 1969. Gr. 2–4.

A delightful fantasy in which fathers and mothers both share in the confusion attendant upon a nursery's mixing up of a baby boy and a baby elephant.

Greenberg, Polly. *Oh Lord, I Wish I was a Buzzard.* New York: Macmillan, 1968. Gr. K–1.

The story of a Black family in the South whose lives revolve largely around the cotton harvest.

Greenfield, Eloise. *Bubbles.* Drum and Spear Press, 1972. Gr. PS–4.

A Black boy entertains his mother as he learns to read; he practices reading to his little sister when his mother is preoccupied with chores.

Hall, Marie. *Gilberto and the Wind.* New York: Viking, 1967. Gr. PS–1.

The wind has a variety of personalities, Gilberto discovers, when he sails, blows bubbles, or flies a kite.

Hill, Elizabeth S. *Evan's Corner.* New York: Holt, Rinehart and Winston, 1967. Gr. K–3.

Evan needs a place he can call his and his alone.

Hoban, Russell. *Best Friends for Frances.* New York: Harper and Row, 1969. Gr. PS–3.

How a female badger finds a male badger friend, and how she gets him to make an ironclad resolution—basketball games that exclude girls are strictly out.

———. *A Birthday for Frances.* New York: Harper and Row, 1968. Gr. K–3.

How jealousy affects Frances the badger when her sister has a birthday.

———. *Bread and Jam for Frances.* New York: Harper and Row, 1964. Gr. K–3.

More experiences with Frances. This time she refuses to eat anything except bread and jam. When her parents decide to let her, she quickly changes her mind.

Hochschild, Arlie Russell. *Colleen the Question Girl.* Old Westbury, N.Y.: Feminist Press, 1974. Gr. 1–5.

An engaging story of a little girl who has a faculty for asking lots of questions.

Hoffman, Phyllis. *Steffie and Me.* New York: Franklin Watts, 1972. Gr. 1–4.

Girls can be many things they want to be, including being strong and independent.

Hopkins, Marjorie. *The Three Visitors.* New York: Parents Magazine Press, 1967. Gr. K–3.

An Eskimo child's kindness to a trio of visitors is rewarded by each giving her a magic present.

Karsilovsky, Phyllis. *The Man Who Didn't Wash His Dishes.* Garden City, N.Y.: Doubleday, 1950. Gr. K–3.

Coping with the cooking is one hurdle a man manages to get over, but doing the dishes presents a much worse problem

Katz, Bobbi. *I'll Build My Friend a Mountain.* New York: Scholastic Book Services, 1972. Gr. K–3.

A young boy's fantasy about building his friend a mountain of "good stuff," such as toys and fruit and summertime snow.

———. *Nothing but a Dog.* New York: Feminist Press, 1972. Gr. K–3.

While there are lots of things a child would like to do, and things she would like to have, nothing can stop the longing for a dog.

Keith, Eros. *Nancy's Backyard.* New York: Harper and Row, 1973. Gr. PS–3.
By acting out their parts, four children exchange fantastic dreams of dragons, being Cinderella, riding animals, and diving into the sea.

Kesselman, Wendy. *Angelita.* New York: Hill and Wang, 1970. Gr. K–6.
A study in the contrast of her personality as Angelita leaves her native Puerto Rico for an apartment in New York. Once outgoing and lively, she becomes lonely and morose.

Klein, Norma. *A Train for Jane.* New York: Feminist Press, 1974. Gr. K–4.
Jane is exhorted by parents and others, in rhyme, to want anything from beads to a dollhouse to a box of chocolates for Christmas. Her stock reply is "But I want a train." And she gets one.

———. *Girls Can Be Anything.* New York: E. P. Dutton, 1973. Gr. PS–1.
Stereotypical ideas of girls' prescribed roles are confronted and neatly disposed of in this book, in which women are shown to become doctors, pilots, and politicians.

Krauss, Ruth. *A Hole Is to Dig.* New York: Harper and Row, 1952. Gr. PS–1.
In a primer of definitions, boys and girls share all activities together.

Lasker, Joe. *Mothers Can Do Anything.* Chicago: Albert Whitman, 1972. Gr. K–3.
As the title indicates, mothers are depicted in unusual, as well as traditional, roles.

Laurence. *Seymourina.* Indianapolis, Ind.: Bobbs-Merrill, 1970. Gr. PS–2.
A gentle fantasy about Seymourina's search for the Land of Love, which knows no war and which is like a Garden of Eden.

Leaf, Munro. *The Story of Ferdinand.* New York: Viking, 1936. Gr. K–3.
This early story was very popular a generation ago and was made into an animated film. Ferdinand is a gentle, easygoing bull who loves to smell flowers and live in peace rather than fight. But despite his passive nature, he has a strong personality.

Lear, Edward. *The Story of the Four Little Children Who Went Around the World.* New York: Macmillan, 1967. Gr. K–3.
A delightful fantasy in which two boys and two girls share exciting adventures.

Lenthall, Patricia Riley. *Carlotta and the Scientist.* Chapel Hill, N.C.: Lollipop Power, 1973. Gr. K–4.
A mother penguin has some unsettling experiences as she hunts for food for her children.

Lewis, Luevester. *Jackie.* Chicago: Third World Press, 1970. Gr. K–5.
The new kid on the block is actually a girl, but the boys in the neighborhood don't realize that fact until school starts and Jackie goes to her first class wearing a dress.

Lobel, Arnold. *Lucille.* New York: Harper and Row, 1964. Gr. K–3.
Lucille, the farmers' plow horse, decides that she is dull and dirty and wants to be something else. The farmers take her to town and buy her "ladylike" finery. But Lucille discovers she doesn't want to be a "lady"; "I am glad to be a plain happy horse," she says.

Loree, Sharron. *The Sunshine Family and the Pony.* New York: Seabury Press, 1972. Gr. PS–2.
A group of friends make the big transition from city to country life.

McCloskey, Robert. *Blueberries for Sal.* New York: Viking, 1948. Gr. PS–1.
Role reversals, but involving two different species of animals, as a bear cub and a little girl unwittingly exchange mothers.

———. *One Morning in Maine.* New York: Viking, 1952. Gr. PS–3.
The adventures of Sal, who lives with her family on an island off the coast of Maine. She has a multitude of experiences, which include a conversation with a seal, as well as activities with her father.

Matsuno, Massako. *A Pair of Red Clogs.* San Francisco: Collins and World, 1960. Gr. K–3.

The clogs remind grandmother of her youth and how they were a part of games she played with her friends.

Matsutani, Miyoko. *The Witch's Magic Cloth.* New York: Parents Magazine Press, 1969. Gr. K–3.

An old Japanese folktale in which only Grandma Asaka is brave enough not to fear the witch.

Mayer, Mercer. *The Queen Always Wanted to Dance.* New York: Simon and Schuster, 1971. Gr. PS–2.

A freewheeling queen who wants to do what she wants to do, and a king who passes laws against her doing them. First her dancing upsets some people, and so the dance is outlawed; then when she sings, the king outlaws singing.

Merriam, Eve. *Boys and Girls, Girls and Boys.* New York: Holt, Rinehart and Winston, 1972. Gr. PS–3.

Children of varying ethnic backgrounds play in an atmosphere free of gender stereotypes.

———. *Mommies at Work.* New York: Scholastic Book Services, 1971. Gr. K–3.

Mommies are shown doing many jobs that are traditionally considered jobs for daddies. They work on assembly lines and are engineers as well as secretaries.

Merrill, Jean, and Frances Scott. *How Many Kids Are Hiding on My Block?* Chicago: Albert Whitman, 1970. Gr. I–3.

A game of hide-and-seek with many different boys and girls.

Minard, Rosemary, ed. *Womenfolk and Fairy Tales.* Boston: Houghton Mifflin, 1975. Gr. 1–5.

Although many fairy tales are blatantly sexist, the editor of this collection has chosen a group that is not, and that can be enjoyed by both boys and girls. Both female and male heroes are heroic, even though some end by marrying, "a tacked-on ending typical of much early literature," the editor says.

Myers, Walter D. *The Dancers.* New York: Parents Magazine Press, 1972. Gr. K–3.

When a ballerina comes to dance with some of his friends, a Black boy gets a chance to meet her.

Ness, Evaline. *Do You Have the Time, Lydia?* New York: Dutton and Co., 1971. Gr. K–3.

Lydia learns to budget her time more efficiently after she leaves a number of her activities unfinished.

———. *Sam, Bangs, and Moonshine.* New York: Holt, Rinehart and Winston, 1966. Gr. PS–2.

"Moonshine" is what Samantha's father calls her for telling fish stories. Caldecott Medal winner.

Ormsby, Virginia. *Twenty-one Children plus Ten.* New York: Lippincott, 1971. Gr. PS–3.

An insight into the complications that arise when a school is integrated for the first time.

Paxton, Tom. *Jennifer's Rabbit.* New York: Putnam, 1970. Gr. PS–3.

Folksinger Paxton has provided the story as well as the music for a charming fantasy about Jennifer and her assortment of animal friends who dance and play with sailors aboard ship.

Phillips, Lynn. *Exactly like Me.* Chapel Hill, N.C.: Lollipop Power, 1972. Gr. PS–3.

A resourceful and self-confident girl is eager to become an adult so that she can prove what women can really be.

Phleger, Frederick. *Ann Can Fly.* New York: Random House, 1959. Gr. 1–2.

In this Beginner Book, Ann's father starts teaching her to fly an airplane, and even urges her to take over the controls.

Plenn, Doris. *The Violet Tree.* New York: Farrar, Straus and Giroux, 1962. Gr. 1–5.

A rooster in San Juan, who is supposed to be a fighter, rejects the violence he detests, and, with the aid of a brave hen, flees the city.

Politi, Leo. *Moy Moy*. New York: Scribner's, 1960. Gr. PS–3.

The Chinese New Year is celebrated by Moy Moy and her brothers.

Preston, Edna Mitchell. *Horrible Hepzibah*. New York: Viking, 1971. Gr. K–3.

Despite—or perhaps because of—her cantankerous ways, Hepzibah's way prevails in a book that contains both humor and irony.

———. *The Temper Tantrum Book*. New York: Viking, 1969. Gr. K–2.

By exercising the spirit, the body, and the vocal cords, Elizabeth and Lionel, elephant and lion respectively, act out some of the frustrations suffered by little children.

Reavin, Sam. *Hurrah for Captain Jane!* New York: Parents Magazine Press, 1971. Gr. K–3.

Jane indulges herself in some venturesome wish fulfillment as the first woman captain of an oceangoing passenger vessel . . . all in her bathtub.

Ross, Pat. *Hi Fly*. New York: Crown, 1971. Gr. K–3.

There's nothing like being a fly on the wall to get a very special perspective on things. The hero of this picture book is reduced to the size of a fly and with a fly friend, has some hair-raising adventures.

Sandberg, Inger, and Lasse Sandberg. *What Little Anna Saved*. New York: Lothrop, Lee and Shepard, 1965. Gr. PS–2.

Little Anna is a most resourceful and imaginative young girl. Things that most people might consider trash or castoffs Anna turns into useful objects.

Schick, Eleanor. *City in the Winter*. New York: Collier, 1972. Gr. K–3.

Though his mother is still able to go to work during a blizzard, Jimmy's school is closed for the day; he and his grandmother busy themselves with making soup, feeding the birds, and other fun things.

Schweitzer, Byrd. *Amigo*. New York: Collier, 1963. Gr. K–3.

A boy and a prairie dog adopt each other and become the best of friends.

Segal, Lore. *Tell Me a Mitzi*. New York: Farrar, Straus and Giroux, 1970. Gr. K–3.

There are three stories about her family life as told by Mitzi, involving a variety of humorous situations.

Sharmat, Marjorie W. *Gladys Told Me to Meet Her Here*. New York: Harper and Row, 1970. Gr. PS–3.

Gladys is Irving's friend, and he recalls the fun they had together as he goes looking for her at the zoo.

Shulevitz, Uri. *Rain Ran Rivers*. New York: Farrar, Straus and Giroux, 1969. Gr. K–3.

As the rain falls, a little girl takes imaginative journeys to other places where puddles will be her playground.

Simon, Norma. *I Was So Mad!* Chicago: Albert Whitman, 1974. Gr. K–2.

Several boys and girls tell what makes them mad and, by so doing, open up the way for readers to deal with their own anger. At the end of the book is a song entitled "There Was a Man and He Was Mad," about a man whose anger costs him dearly.

Surowiecki, Sandra. *Joshua's Day*. Chapel Hill, N.C.: Lollipop Power, 1972. Gr. PS–1.

Joshua lives in a home without a father, and his photographer-mother takes him to a day care center every day, a wholesome environment in which he can grow and learn.

Tallon, Robert. *The Thing in Dolores' Piano*. Indianapolis, Ind.: Bobbs-Merrill, 1970. Gr. 1–4.

"The Thing," whatever it is, makes otherworldly noises in an attempt to put Dolores off.

Taylor, Mark. *A Time for Flowers*. Chicago: Golden Gate Junior Books, 1967. Gr. K–3.

Equality of brother and sister is most noteworthy in this picture of Japanese

Americans. The story involves the children's unexpected adventures as they set out selling flowers to raise enough money to replace their grandfather's broken glasses.

Thayer, Jane. *Quiet on Account of Dinosaur*. New York: Morrow, 1964. Gr. K–3.

A little girl who happens to find a dinosaur decides to take it to school. She grows up to become a renowned scientist because, naturally, she knows more about dinosaurs than anyone else in the world.

Thomas, Ianthe. *Lordy, Aunt Hattie*. New York: Harper and Row, 1973. Gr. PS–3.

Summertime is a time of discovery for Jeppa Lee, a Black girl who spends the season with her aunt.

Uchida, Yoshiko. *Sumi and the Goat and the Tokyo Express*. New York: Scribner, 1969. Gr. K–4.

Miki the goat, by simply grazing along the railroad tracks, immobilizes the Tokyo Express. This gives all the children in Sumi's village a chance to tour the train.

Urdy, Janice May. *Mary Jo's Grandmother*. Chicago: Albert Whitman, 1972. Gr. K–3.

A pleasant story about a little Black girl who behaves bravely during a crisis in her grandmother's life.

———. *What Mary Jo Shared*. Chicago: Albert Whitman, 1966. Gr. K–2.

Mary Jo, a little Black girl, is very shy: she would like to bring something to school to share with her class, but she is afraid to try. Besides, other children keep showing the things she wants to bring. Mary Jo finally thinks of something no one else has ever thought of bringing.

———. *What Mary Jo Wanted*. Chicago: Albert Whitman, 1968. Gr. K–3.

The story of a little Black girl and the love of her puppy.

Wahl, Jan. *A Wolf of My Own*. New York: Macmillan, 1969. Gr. K–2.

Fred is the name of the puppy a little girl receives as a birthday gift, but she prefers to refer to it as her "wolf friend."

Wellman, Alice W. *Tatu and the Honey Bird*. New York: Putnam, 1972. Gr. K–3.

Tatu and his sister, West African children, are determined to go to school together despite the opposition of their grandmother, who pooh-poohs the idea of a girl getting an education.

Wells, Rosemary. *Noisy Nora*. New York: Dial Press, 1973. Gr. PS–1.

Here we have the problem of sibling rivalry, its attendant anger, and how to deal with it, as Nora, the middle mouse child, runs away from home because she thinks her parents care more about their other children than about her.

Williams, Jay. *The Practical Princess*. New York: Parents Magazine Press, 1973. Gr. K–3.

An amusing rescue story with traditional roles turned around: the prince is rescued by the princess.

———. *Petronella*. New York: Parents Magazine Press, 1973. Gr. K–3.

A clever reversal of roles as Petronella sallies forth to find fame, fortune, and a prince. It all adds up to a good adventure as the hero displays both courage and kindness.

———. *The Silver Whistle*. New York: Parents Magazine Press, 1971. Gr. 1–3.

It takes the daughter of a wise old woman to have the courage and gusto to seek her own fortune, as Prudence does.

Yashima, Taro. *Crow Boy*. New York: Viking, 1955. Gr. 1–6.

After suffering six years of mockery by his classmates in grade school, Chibi is finally appreciated by a teacher who discovers the boy's genuine individuality.

———. *Umbrella*. New York: Viking, 1958. Gr. PS–1.

With the umbrella goes a pair of red boots, birthday gifts that Momo wears to her nursery school one day when it is raining.

Yolen, Jane. *The Witch Who Wasn't*. New York: Macmillan, 1964. Gr. 1–3.

Being different, as Isabel is in her own witch family, involves the same kinds of complications for her as it does for ordinary mortals.

Young, Miriam. *Jellybeans for Breakfast.* New York: Parents Magazine Press, 1968. Gr. K–3.

The fantasies shared by two little girls, who plan all sorts of things they will do one day, including a trip to the moon.

Preschool through Third Grade Nonfiction

Graff, Stewart, and Polly Anne Graff. *Helen Keller: Toward the Light.* Westport, Conn.: Garrard, 1965. Gr. 1–4.

A book about Helen Keller's life with Anne Sullivan Macy, her teacher.

Hollander, Phyllis. *American Women in Sports.* New York: Grosset and Dunlap, 1972. Gr. PS–3.

In a male-dominated world, competitiveness is generally not considered a female characteristic; this book tells the story of a dozen accomplished women athletes who achieved preeminence in a field dominated by men.

Jordan, Jane. *Fannie Lou Hamer.* New York: Crowell, 1972. Gr. 1–5.

A pictorial biography of one of America's most dynamic civil rights leaders. Among her activities included are the voter registration drive in the South and her work on behalf of farm cooperatives.

Examples of Toys

Most toys in the large toy stores are sexist. That is, they are

- packaged in a way that sends a definite message of "boys/girls play with this toy."
- showing a boy and girl using the toy or game, but the boy is playing the more active role.
- using a toy person (or persons) that is the traditional sex stereotype (e.g., driver of tow truck is a male figure, complete with mustache).
- embellished in a way that makes the same basic toy targeted for a boy or girl (e.g., Big Wheels and roller skates—Big Wheels for a boy is called a Cobra; for a girl, a Powderpuff).
- overwhelmingly made for one gender (e.g., dolls of all kinds; action figures).
- advertised on TV in a way that promotes sex-role stereotyping.
- decorated in a way that "turns off" a boy who otherwise might like the toy (e.g., cooking and dish sets).

A survey of several stores at the holiday season produced this list of preschool sex-neutral toys:

AT&T Walkie Talkie

The only walkie-talkie that has no person (male) on the box.

Barval Company La New Born Doll

A doll that does not look extremely female and is therefore realistic. Shows no girl on the box, and so boys are not receiving messages to stay away—boys might identify with a newborn doll that could be male.

Big Wheel Little Scoot, Playschool Steady Steps Little Truck Walker, and Flexible Flyer Rider Toys

One toy, decoratively neutral, that would appeal to all children.

CAP Toys Volley Pong

Boy and girl are equally prominent on the box.

"Chutes and Ladder" and Pressman "Double Dare" board games

Pictures and box not slanted male or female. Double Dare shows girls and boys involved in physical feats.

Coleco Skittle Board

Boys and girls are equally prominent on the box.

Fisher Price Basketball

No male or male team suggestion.

Fisher Price Medical Kit

Packaged without reference to male/doctor, female/nurse. Interesting and realistic pieces in the set.

Franklin Future Champs, Soft Sport Horseshoe Set, Ring Toss, Tennis

Boy and girl are equally prominent on the box.

The Heart Family

Included in the choices are grandparents and Black family members.

Lego Building Set

One of the few "building sets" that do not show boys and men on the package and is located outside the"boys'" section of the toy store.

Little Tykes Toys

This whole line is the exception to the rule, in that toys are consistently presented in a neutral way (color, packaging, etc.).

Revere Ware Pots and Pans

Realistic and the only set that does not feature girls and women on the box. Pieces look like ones that adults might cook with at home.

Texas Instruments Preskool Line

Electronic toys that have the same appeal to all children. Message is not "Boys play with electronic toys."

Samples of Toys that Promote Sex-Role Stereotyping

Cap Toys Electronic Arcade Basketball

Shows two boys playing the game.

Come-Play Cleaning Set

Girl featured prominently on package. Lame attempt to add a boy on the box, but the boy is mostly hidden behind the broom part of the set.

Fisher Price Kitchen, Mealtime Set, Picnic Set, Shopping Basket, Baking Set, Checkout Counter

All the above sets show only girls on the package. In that section of the store, all the sets are geared for girls, except the ice cream maker set (apparently, it's okay for men to make ice cream).

Fisher Price Mower

Shows a boy.

Fisher Price Trunk Set

Has pink and blue versions, and different items in each trunk.

Fisher Price Vacuum

Shows a girl.

Fisher Price Walkie Talkie and Tape Recorders
Only show boys on package.
Little Artists Big Coloring Book
Almost all pages feature male characters. When females are shown, they are always stereotypes.
Manley Deluxe Fireman Set
Shows the fireman holding a little girl. Apparently, a female firefighter could never rescue little boys.
Mattel Phone
Shows a girl on package.
Mattel Saw and Drill
Shows boys on package.
Mickey Mouse Doctor Kit
The male is the doctor.
Milton Bradley Puzzles
Smurf and Tiny Toon puzzles show female characters only in passive roles.
Nerf Toys, Fisher Price Soccer, Baseball, Golf
All feature boys exclusively on the package.
NSI Billy Builder Tool set and Jestoy Just Like Dad's Tool Kit
Billys and Dads fix things.
Playskool Preschool Puzzles
Show many more male characters (Oscar, Grover, Goofy, etc.). Ice Cream Truck puzzle has a male driver, with a mom and baby in the house.
REMCO Kawaski Electronic Guitar and Drums
Only show boys on package.
Sleeping Beauty Make-Up Kit
Message on the package is that a girl can use beauty products and wait passively for a man (prince) to rescue her.
TYCO First Building Set for Girls
Packaged in pink with hearts all over the box. Do girls build differently from boys?
Video Games
Games 99 percent male.
Nintendo publishes an "Official Game Boy Pak"
The only female characters observed on an entire store aisle of games were a seductive rabbit in "Roger Rabbit" and Chris Evert.

General Comments

Even some of the gender-neutral toys that were on the market have disappeared. Some toy stores make it very easy to categorize sex-stereotyping toys by organizing and presenting a "girls' life-style" section. An example of the distortion of a classically gender-neutral toy is how roller skates are largely marketed. A child does not just have roller skates, but depending on gender, a child will have G. I. Joe, Barbie, or Holly Hobbie skates.

CREATING SEX-FAIR FAMILY DAY CARE

A Guide for Trainers

"Wonderful. I wish I had had it when I started workshops. . . . It is principled without being dogmatic. . . . The handouts are stunning. The book is helpful both to experienced trainers and to people who thought they could never give a workshop on gender issues."

Betty Falcao
Gender Equity for Young Children Project

Creating Sex-Fair Family Day Care: A Guide for Trainers is the first manual of its kind to promote gender-fair family day care with a multicultural perspective. This innovative training program shows how day care providers can engage children in challenging activities that promote a healthy worldview. By eliminating stereotypes, providers encourage boys and girls to learn and play without limitations.

An introduction offers insights on why gender equity is so important in the day care setting. It reveals how things we take for granted — the ways girls and boys play and the physical environment at home — can affect children's attitudes now and as they grow up. *Creating Sex-Fair Family Day Care* teaches providers how to communicate culturally sensitive, nonsexist values to infants, toddlers, and preschoolers.

A how-to section gives trainers the tools they need to present three sessions: (1) Looking at Attitudes about Male and Female, (2) Sex-Role Socialization, and (3) The Nonsexist Family Day Care Home. Mini-lectures, handouts, and homework assignments make it easy for trainers to conduct dynamic, thought-provoking workshops. And a follow-up chapter ensures that new perspectives are reinforced and carried out in family day care.

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ALSO AVAILABLE FROM THE WOMEN'S EDUCATIONAL EQUITY ACT PUBLISHING CENTER

A Just Beginning: Sex Equity Manual for Childbirth Educators, by Patricia Mitchell Corn, William C. Lloyd, Jr., and F. Mel Madden.

Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers, by Project T.R.E.E. (Training Resources for Educational Equity).

Single Mother's Resource Handbook, by Annette Fessende and David Newbert.

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